



Module	Key concepts	Recommended preparation	Extra resources required
<p>These times are our minimum estimates. Over to you if you want or need to take more time with all or some modules!</p>		<p>Before every lesson, read through the slides and the slide notes and make any modifications necessary for your class and context.</p> <p><i>The notes in italics show when you should look ahead to plan for future modules. You can find the resources in bold in the Programme Resources or Printables sections of the L.A.B Educator Portal.</i></p>	<p>At every L.A.B lesson it is important that you and your students have access to:</p> <ul style="list-style-type: none"> <li>• Data projector with sound</li> <li>• <a href="#">Student Learning Journals</a></li> <li>• The relevant Module's slides with teacher notes</li> </ul>
<p><b>0</b></p>	<p><b>Getting Started</b></p>	<p>Helping you make key decisions around when to teach L.A.B, how to adapt it, assess learning, trade and set up for teaching</p>	<ul style="list-style-type: none"> <li>• Undertake this initial planning and customisation of the Module slides and the <a href="#">Student Learning Journal</a> at the end of the term/ in the holidays before you teach L.A.B to set you up for the best experience.</li> <li>• Approach businesspeople from your local community to act as Business Coaches (see the <a href="#">Email to Businesses</a> template) or email us at <a href="mailto:hello@likeaboss.org.nz">hello@likeaboss.org.nz</a> to find you some! Having business people share their experience inside your classroom is a big part of building an authentic learning experience for your students - try not to skip it out.</li> </ul>
<p><b>1</b></p>	<p><b>The Skills to Succeed</b> <i>2 hours</i></p> <p>Spotlight on growth mindset</p>	<p><b>Welcome to L.A.B</b> Introducing the L.A.B programme and sharing what we already know</p> <p><b>Part 1 - The future of work</b> Focusing on skills not jobs and understanding the value of skills over content knowledge</p> <p><b>Part 2 - 21C skills</b> Understanding the Know, Use, Be and Grow skills</p>	<ul style="list-style-type: none"> <li>• Invite 3-4 business people to participate in a panel discussion.</li> <li>• Add the Mindset Meter url for your class to the slide deck in the Growth Mindset section.</li> <li>• Make a couple of the A4 paper structures required for the Growth Mindset Challenge.</li> </ul>
		<ul style="list-style-type: none"> <li>• Butchers' paper</li> <li>• Markers</li> <li>• Red, yellow and green sticky dots (optional)</li> <li>• A4 paper and scissors for every student</li> </ul>	

		<p><b>Part 3 - Growth mindset</b></p> <p>Understanding the difference between growth and fixed mindsets and how to develop a growth mindset</p>		
2	<p><b>Doing Good Like A Boss</b> 2 hours</p> <p>Spotlight on global competence and entrepreneurship</p>	<p><b>Setting our class values</b></p> <p>Developing a set of 'rules of play' for the Like a Boss programme</p> <p><b>Part 1 - UN Sustainable Development Goals</b></p> <p>Unpacking the 17 SDGs and those that are most relevant to NZ and our local community</p> <p><b>Part 2 - Business for good</b></p> <p>Understanding what makes a business for good</p> <p><b>Part 3 - Entrepreneurial skills</b></p> <p>Getting to know inspiring Kiwis and understanding how they demonstrate entrepreneurship</p>	<ul style="list-style-type: none"> <li>• Access the <a href="#">Kiwi Entrepreneurs for Good</a> case studies and decide whether students will be using the online case studies or the downloadable PDF on the L.A.B Educator Portal</li> <li>• Consider diving deeper into the UN SDGs through using the resources and ideas on the <a href="#">Teach SDGs</a> website</li> <li>• Consider your students and the communities they come from and use professional judgement when deciding how to frame the issues presented by the SDGs.</li> </ul>	
3	<p><b>The Dream Team</b> 2 hours</p> <p>Spotlight on teamwork</p>	<p><b>What makes a great team?</b></p> <p>Understanding the value of diversity in great teams</p> <p><b>Building a great team</b></p> <p>Using tools to evaluate our strengths and to organise ourselves into richly diverse and</p>	<ul style="list-style-type: none"> <li>• Complete the <a href="#">Values in Action</a> character survey yourself before you ask students to do the survey.</li> <li>• If you're not familiar with The Avengers, watch the film or read up on some of the key characters detailed in this module. You can find some information <a href="#">here</a> and <a href="#">here</a>.</li> <li>• <i>While it's still a while until Module Eight when students receive the</i></li> </ul>	<ul style="list-style-type: none"> <li>• Butchers' paper</li> <li>• Markers</li> <li>• Internet and 1:1 computer access for the VIA survey</li> </ul>

		<p>passion-aligned teams</p> <p><b>Making a great team work</b></p> <p>Understanding each other's strengths, the roles we are going to play, and setting some team values</p>	<p><i>\$20 start up capital, now is a good time to check in regarding the process of accessing the cash with your school Business Manager.</i></p>	
4	<p><b>Design Thinking Challenge</b></p> <p>5 hours</p> <p>Spotlight on design thinking and creativity</p>	<p><b>Understand and define</b></p> <p>Using the <a href="#">Root Cause Tree</a> tool, students deeply understand the causes of the problem they have chosen to tackle and focus on a specific question</p> <p><b>Ideate</b></p> <p>Using an ideation process to generate a quantity of creative ideas to solve a 'How can we..?' question</p> <p><b>Prototype</b></p> <p>Creating a prototype of the best idea in each group and getting rapid feedback from peers (and Business Coaches)</p> <p><b>Test</b></p> <p>Understanding the value of iteration, students design and run a test for their initial product or service with potential users in the community</p>	<ul style="list-style-type: none"> <li>• Invite Business Coaches into your classroom for the prototype feedback rounds.</li> <li>• Decide whether you are going to use the whiteboard to demonstrate the <a href="#">Root Cause Tree</a> activity and prepare an empty tree if you are going to do so.</li> <li>• Prepare to lead a high energy ideation session using these seven rules from <a href="#">IDEO</a>, making sure you understand these prior to the session to maintain momentum.</li> <li>• If you have time, organise an excursion to get students out into the local community to test their ideas with real users.</li> </ul>	<ul style="list-style-type: none"> <li>• An A3 copy of the <a href="#">Root Cause Tree</a> template for each group and one for demonstration</li> <li>• Post it notes for the ideation session</li> <li>• A3 paper and pens</li> <li>• Lego</li> <li>• Camera / smart phone</li> </ul>
5	<p><b>Planning for Success</b></p> <p>2 hours</p>	<p><b>Tenacity</b></p> <p>Understanding and reflecting on tenacity as a 21C skill using storytelling</p> <p><b>Building our business plan</b></p>	<ul style="list-style-type: none"> <li>• Look through the Grit Playbook developed by <a href="#">CharacterLab</a>, and particularly the Two Stories exercise which is built on research showing that competence-building narrative themes increase adolescent persistence and academic achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Printed copies of the <a href="#">Team Contract</a> (1 per team)</li> <li>• Internet and 1:1 computer access for teams to build their own Trello board</li> </ul>

	<p>Spotlight on tenacity and goal setting</p>	<p>Developing a clear and comprehensive business plan on a page</p> <p><b>Developing our workplan</b></p> <p>Learning to use and building a Trello board for each student business to support with task completion</p>	<ul style="list-style-type: none"> <li>• Make sure you know what trading is going to look like for your students so that they can best fill out their Business Plan.</li> <li>• Spend some time familiarising yourself with Trello so that you can teach students how to set up their own board. If you haven't used Trello before, this <a href="#">Trello 101 Guide</a> will help</li> <li>• you navigate the platform.</li> </ul>	
<p>6</p>	<p><b>Creative Marketing</b> 2 hours</p> <p>Spotlight on communication</p>	<p><b>The 5Ps of Marketing</b></p> <p>Evaluating product, price, people, promotion and place to capitalise on marketing opportunities</p> <p><b>Defining our mission</b></p> <p>Developing clear and concise mission statements for students' businesses for good</p> <p><b>Developing a brand</b></p> <p>Transforming a product or service idea into a brand, with a focus on a logo</p> <p><b>Pitching</b></p> <p>Developing a 60 second pitch to share the business offering with potential customers</p>	<ul style="list-style-type: none"> <li>• For more ideas and examples of defining a mission, check out the article <a href="#">Four Techniques for Creating A Mission Statement Worth Remembering</a>.</li> <li>• Read up on the article, <a href="#">What is a brand?</a></li> <li>• <i>Module Seven is going to need modification based on the age and financial literacy of your learners. Take some time whilst students are working on their marketing and pitches to review the module and make any necessary changes.</i></li> <li>• <i>Have you organised for the \$20 per student to be cashed out by your school?</i></li> <li>• <i>Are you going to invite Business Mentors into your classroom during Module Eight to provide additional support for students? Start to organise that now!</i></li> <li>• <i>As you get closer to Module Nine, it's a good time to continue to plan and organise for the logistics of the week. You might want to set up your own whole-class Trello board to manage the organisation of so many moving parts!</i></li> </ul>	<ul style="list-style-type: none"> <li>• Internet and 1:1 computer access for teams to access logo development tools and websites</li> <li>• Colouring pens and pencils for students to use to sketch their logos</li> </ul>

<p><b>7</b></p>	<p><b>Show Me The Money</b> <i>1 hour</i></p> <p>Spotlight on financial literacy</p>	<p><b>Pitching</b> All teams have a chance to share their 60 second pitch and to receive feedback</p> <p><b>Income, profit and expenditure</b> Understanding core financial literacy concepts</p> <p><b>Building budgets</b> Developing a forecast budget including anticipated costs, income and profit for students' businesses</p>	<ul style="list-style-type: none"> <li>• Modify the concepts in this module depending on the year group and their existing understandings. For example, you could remove the concepts of variable and fixed costs for a Y7 group.</li> <li>• Modify the numbers in the TOMs Shoes activity if you want to make the activity more or less challenging for your students.</li> <li>• <i>Are you going to invite Business Coaches to run mock interviews during Module Ten? Start to organise that now!</i></li> </ul>	<ul style="list-style-type: none"> <li>• Like A Boss <a href="#">Budget Template</a> shared with each group</li> </ul>
<p><b>8</b></p>	<p><b>Preparation</b> <i>4 hours</i></p>	<p>Students receive their \$20 start up capital, purchase their materials, start production and complete all the other activities in their workplans - all ready to trade!</p>	<ul style="list-style-type: none"> <li>• Have \$20 in an envelope for each student whose team has completed the <a href="#">Team Contract</a></li> <li>• Consider involving Business Coaches from both inside the school and external to the class / school community to help students with preparation</li> <li>• Consider requesting that all teams add you to their Trello boards so that you can monitor their progress and support them during Module Eight</li> <li>• <i>Send out invitations to parents, Business Coaches and others to the Celebration Event. Consider asking one of your Business Coaches to prepare and deliver a short speech as part of the event.</i></li> </ul>	<ul style="list-style-type: none"> <li>• An envelope with \$20 cash for each student</li> </ul>

<p><b>9</b></p>	<p><b>Trading</b> 4 hours</p>	<p>Student teams operate their businesses</p>	<ul style="list-style-type: none"> <li>• Read the <a href="#">Module Nine Educator Notes</a> for a checklist of things to consider in the lead up to and during trading</li> <li>• Check out our Spotify playlist <a href="#">here</a>.</li> <li>• <i>Check in on your Module Ten event planning. Do you need to follow up speakers/ special guests and/ or send out event reminders?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Loudspeaker and microphone to play music and make announcements</li> <li>• Students will need access to change</li> <li>• Some stalls will need power access</li> </ul>
<p><b>10</b></p>	<p><b>Celebration</b> 4 hours</p> <p>Spotlight on growth mindset and goal-setting</p>	<p><b>Showcase our learning</b> Students create 3 min videos reflecting on their process and progress during the Like A Boss programme</p> <p><b>Keep on growing</b> Use the WOOP process to help students set goals for the future</p> <p><b>Employer interviews</b> Engage in authentic interviews with Business Coaches to review students' development of their 21C skills</p> <p><b>Celebration Event</b> Each teacher and class designs a unique celebration event to conclude the Like A Boss programme</p>	<ul style="list-style-type: none"> <li>• Take a look at the goal-setting resources <a href="#">WOOP for Classrooms</a> and <a href="#">Woop My Life</a></li> <li>• Organise for Business Coaches to run the employer interviews. Provide coaches with a copy of the Employer Interview questions in the <a href="#">Student Learning Journal</a> to help them prepare.</li> <li>• Design a Celebration Event using the slides provided in the Module Ten slide deck. Consider including a montage of clips from the students' Learning Videos.</li> <li>• Prepare to present a series of class awards and certificates (as recommended in the Module Ten slide deck) at the Celebration Event</li> <li>• Work through the <a href="#">Wrap-Up Checklist</a></li> </ul>	<ul style="list-style-type: none"> <li>• Video recording and editing equipment for all students</li> <li>• Refreshments for your Celebration Event</li> <li>• Student <a href="#">Certificates</a> (and prizes, as appropriate)</li> </ul>