

SAMPLE IN-SCHOOL IMPLIMENTATION PLAN

AIMS

\$20 Boss is an immersive learning experience for students, where they are lent \$20 to create and run their own business. The program aims to build financial literacy and enterprise skills for young people, equipping them with the tools and confidence to become the innovators of the future.

We aim to make \$20 Boss simple, functional and fun for schools to implement within existing structures/subjects.

In total, we provide schools with:

- Seven lessons of content for teachers to deliver, with supporting guidance on method of delivery
- Tools to secure local business coaches as volunteers to support your students:
 - We suggest one coach per two groups of students ie. If you have 20 students participating you will have 5 groups of 4 so we would suggest 2–3 volunteer business coaches . We will leave this up to your school to decide whether this is appropriate.
 - We will work together with your school to determine how best you would like to include coaches throughout the program.

TIME EXPECTATION OF STUDENTS AND TEACHERS AND SUGGESTED MODES OF DELIVERY

We offer schools flexibility in how the content is delivered, so the suggested mode of delivery below is by no means prescriptive but just a suggested approach.

Preparation time for students (4 weeks)

The content can be delivered within school across a four-week period. The preparatory modules can be delivered in four to six hours. They can be delivered in any way that fits into the time available – e.g. one four-hour session or eight 30-minute sessions. During this time students should be supported to ensure that they are prepared to trade.

Depending on how your school wishes to include business coaches in this process, we suggest this would be up to four hours worth of time during the preparatory modules.

We suggest you have a weekly check-in with students to ensure progress against tasks.

Running the businesses

Following the module content delivery, students can complete the challenge of trading their actual business for up to four weeks. Throughout this time they should be encouraged to iterate and change their business according to what they see working and what isn't as successful. The time commitment should be up to students, dependent on how they choose to run their business.

Your school may choose to support a 'market day' for students to all trade their goods or services. This could be a kickstart to the trading month, or a final push for students to experience a competitive market, while testing their sales skills. We encourage students to manage the planning and execution of the market day.

Reflection

We will provide a learning consolidation/reflection/celebration module following the conclusion of the trading month. This is a 60–90-minute module (depending on teacher preference). Through this time students are also able to disperse their profits, according to the plan they devise during planning.



Sample implementation timeline: Term 2

WHAT	WHEN									
	April 24	May 1	May 8	May 15	May 22	May 29	June 5	June 12	June 19	June 26
LESSON 1	█									
LESSON 2		█								
LESSON 3			█							
LESSON 4			█							
LESSON 5				█						
LESSON 6				█						
Challenge Month					█	█	█	█		
LESSON 7									█	

Sample implementation timeline: Term 3

WHAT	WHEN							
	July 17	July 24	July 31	Aug 7	Aug 14	Aug 21	Aug 28	Sept 4
LESSON 1	█							
LESSON 2		█						
LESSON 3		█						
LESSON 4		█						
LESSON 5			█					
LESSON 6			█					
Challenge Month				█	█	█	█	
LESSON 7								█

