

Be the Boss

Teacher guide

Six complete lessons for grades 6 to 8

Help learners turn an idea into a clear, thoughtful offer. Max and Maya’s conversations lead into practical worksheets, decisions and a supportive Pitch Day.

This reading and activity edition includes all 24 conversations, the full practice pages, 20 fresh checks, story recaps, parent guidance, answers and a printable Founder certificate.

In this guide	How to use it
Teaching notes and readable conversations	Introduce each idea and pause for the learner’s decision.
Practice plan and printable worksheets	Build one idea across six lessons, or use the made up examples.
Answer guides and family pages	Review thinking and keep a private completion record.
Pitch Day and Founder certificate	Explain the plan. A real sale or business launch is not required.

Use fictional examples and keep family finances private. Print only the pages you need.

Contents

How to use this guide 5

Find your business idea 6

 That’s not a business, that’s a menu 8

 It’s all dogs 9

 First shark time 10

 One to explore 11

 My idea page 12

 Read and connect · parts 1 to 4 16

 Fresh check 1 of 2 19

 Talk together and optional missions 21

 Review the thinking 22

 Lesson completion record 23

Who is your customer? 24

 The customer is not the dog 26

 Half an hour, fifteen after 27

 Send the rest to our pet sitter 28

 So Rosa doesn’t have to 29

 My customer card 30

 Read and connect · parts 1 to 4 35

 Fresh check 1 of 2 38

 Talk together and optional missions 40

 Review the thinking 41

 Lesson completion record 44

Make it real 45

 Flyer Guy 48

 A premium paw 49

 Dog and shoe not included 50

 Ask me 51

 My name and logo: choose a name 52

 Read and connect · parts 1 to 4 59

 Fresh check 1 of 4 62

 Talk together and optional missions 66

 Review the thinking 67

 Lesson completion record 71

What should you charge? 73

 My lemonade empire 76

 It says total 77

 Gross twenty, net sixteen 78

 Say the number 79

 Sam’s worked price check 80

 Read and connect · parts 1 to 4 90

 Fresh check 1 of 4 93

 Talk together and optional missions 97

 Review the thinking 98

 Lesson completion record 101

How will anyone find you? 102

 The flyer got the mud 106

 Keep the useful details 107

 A message from nobody 108

Sold. Still waiting. 109

My promotion plan: Find a customer 110

Read and connect · parts 1 to 4 117

Fresh check 1 of 4 121

Talk together and optional missions 125

Review the thinking 126

Lesson completion record 131

Pitch Day 133

One offer you can explain 137

Show where the money goes 138

Put your two minute pitch together 139

Hear one useful thing 140

My pitch builder: Customer and offer 141

Read and connect · parts 1 to 4 149

Fresh check 1 of 4 153

Talk together and optional missions 157

Review the thinking 158

Lesson completion record 165

Sources for adult reference 167

Founder certificate 168

How to use this guide

Learn with Max and Maya through four short readings in each lesson. Stop at each decision, choose your answer, then read the explanation. You can take turns reading the twins' lines or read quietly.

The activities are the main work. Use a pencil and paper, draw your answer or explain it aloud. Sam's made up business and other practice examples count equally. No sale, purchase, public post or real business launch is required.

A parent, caregiver or educator supports the course and records completion on paper. Students do not create accounts or submit forms. Private practice can happen before an adult is available; the adult can review it later.

Keep family money and actual contact details private. For real customer contact, posting, accounts, payments or work, an adult manages the arrangements and approves and accompanies the work. Practice amounts are examples, not recommended prices.

Keep your work from each lesson for Pitch Day. After an adult confirms all six completed lessons, they can complete the Founder certificate. A corrected answer counts as learning.

Keep the six lessons connected

Keep one folder for the learner's idea, customer card, name and flyer, price and costs, promotion plan and pitch. Earlier work can be reused or changed. There is no need to copy a complete page again when pointing to it or explaining the answer will work.

What counts as completion

Use each lesson's completion record. Read or discuss the four conversations and the story recap, try the required activities and fresh checks, and review the answers. Recap questions, missions and optional support can be skipped. Lessons 1 and 2 have two fresh checks each; Lessons 3 to 6 have four each.

Choose pages before printing

Worksheets, checks and completion records have their own headings and bookmarks. Keep the answer-guide pages for review after a learner attempts the questions. A teacher can read the dialogue explanations aloud after the pause. Plain paper, drawing, pointing and spoken explanations all count.

LESSON 1 OF 6

Find your business idea

By the end, you will have one possible business idea, someone it might help, a reason for choosing it, and questions to check next. You can use Sam's made up business for everything. No sale, purchase or real job is required.

What learners will practice

- Notice a need and identify a possible customer.
- Use skills, interests, requests and problems to compare ideas.
- Ask about recent experience before proposing a service.
- Choose one workable idea and name what still needs checking.

Materials

Paper and a pencil, or a way to explain your answers aloud.

Use Sam's made up examples if you do not have an idea.

Your learning route

By the end, you will have one possible business idea, someone it might help, a reason for choosing it, and questions to check next. You can use Sam's made up business for everything. No sale, purchase or real job is required.

Your route

1. Read all four conversations. Pause for each paper task.
2. Read the story recap. Its extra questions and the missions are optional.
3. Finish My idea page, Customer questions and Three ideas. Try the two fresh checks. Read the answers and change yours if needed.
4. Keep your pages for Pitch Day. An adult records completion; if no adult is available now, do the practice work and show it to one later.

Use this pack or any paper. Write, draw or explain aloud. A sticky note and mirror are optional. Do not write real names, addresses, phone numbers or family money amounts. Use a role, such as a family friend, or a made up name.

The paper tasks follow the readings: four boxes after Readings 1 and 2; Customer questions after Reading 3; Three ideas after Reading 4. You can change your first idea as you learn more.

LESSON 1 • TEACHING NOTES

Support the lesson

The student is choosing an idea to explore. They do not need to earn money, own supplies or find a real customer. Sam's practice example counts equally. Completing this lesson is preparation, not permission to work.

One thing to do

Ask the student to explain their chosen idea, who it might help and one detail they still need to check. You can play a possible customer using Sam's example. Answer honestly and let "I don't need that" be a useful result. A student may work alone on the practice pages and discuss them with you later.

Before anything real

For this course, an adult approves and joins real customer conversations and accompanies the student for real work. Begin with people the family knows. The adult checks the task, location, equipment, age suitability and applicable work rules before agreeing. For a parent's helper job, the child's parent stays home and in charge.

No purchases, deposits, account setup or stranger contact are part of this lesson. If a possible customer asks the student to buy anything first, stop and show an adult. Later lessons address job agreements, scams, prices and promotion.

Three conversation starters

What do people already ask you to help with?
What did you learn by listening instead of pitching?
What might make this idea easier or harder to do?

How work works in a family

If you wish, describe a skill you use at work, at home or while helping someone. Talk about the work, not your income or what the family owns. The student can use a made up example instead.

Completion

Check that all four readings, story recap, activities and two fresh checks have been attempted and answers reviewed. Oral and drawn work count. A wrong answer that is reconsidered counts. Missions and real customer contact are optional. An adult records completion on paper when available.

LESSON 1 • READING 1 OF 4

That's not a business, that's a menu

Read quietly, take turns or read aloud together. Let the learner decide at the pause before discussing the explanation.

Max: Maximum Help. Car washing. Dog walking. Computers. Weeds. Basically everything.

Maya: That's not a business. That's a menu.

Max: Fine. One job. Our neighbor's car needed washing.

Maya: What was the deal?

Max: Wash and dry the outside. Dad was there. Forty dollars, agreed first.

Maya: A customer buys your product or service.

Max: I did the work. He checked it. Then he paid.

Maya: A neighbor needs a clean car. Which offer is clearer: help with anything, or wash and dry for forty dollars?

Pause and choose

Choose your answer before reading the next line.

Max: Wash and dry your car. They know what they're getting.

Maya: Match something you can do with something someone needs.

Max: Real jobs? A grown up says yes first and comes with you.

Maya: We never ask what your family has. We never compare.

Max: A made up business counts for this whole class.

Maya: No sales required.

Max: Pause. Two lines: I'm good at. People ask me to. Your sheet or any paper.

Maya: Write, draw, or say it.

Max: Keep it for Pitch Day. Next: it's all dogs.

LESSON 1 • READING 2 OF 4

It's all dogs

Max: Four boxes. Dogs keep sneaking into three of mine.

Maya: It's all dogs.

Max: Good at: computers. Like doing: dogs and basketball.

Maya: People ask you to?

Max: Set up computers, pull weeds, walk Otis.

Maya: Problems you see?

Max: Rosa's busy at four. Otis needs walking.

Maya: I like playing with little kids. Jo wanted shark time.

Max: Actual job skill: shark.

Maya: Mom took me. Jo's parent stayed home and in charge.

Max: Made up example: Sam likes dogs. A neighbor asks for dog walking help.

Maya: Which tells Sam more: liking dogs, or a neighbor asking for help?

Pause and choose

Choose your answer before reading the next line.

Max: The request. A reason to ask more, not a paid job yet.

Maya: Any box can spark an idea. Hobbies can stay hobbies.

Max: Pause. Fill your four boxes. One thing in each. Repeats are fine. Nothing yet counts too.

Maya: Stuck? Borrow Sam's example.

Max: Circle one possible idea. Next: find out what customers need.

LESSON 1 • READING 3 OF 4

First shark time

Maya: First, story time.

Max: First... shark time.

Maya: Jo wanted sharks. I changed the plan.

Max: Jo's parent hired you.

Maya: And stayed in charge. Jo enjoyed the service; the parent paid.

Max: Dad arranged my computer job. I connected everything.

Maya: With arrows. So many arrows.

Max: Denise wanted one print button. I made that. Thirty dollars, as agreed.

Maya: Before offering a service, find out what someone needs.

Max: Made up practice. Isn't my dog walking idea great?

Maya: Sure.

Max: Or: how did you handle walks last week?

Maya: Which question gets a useful story: great idea, or last week?

Pause and choose

Choose your answer before reading the next line.

Max: Last week. Ask what was difficult, then listen.

Maya: They might say there's no problem. Say thanks, and leave it there.

Max: A request still needs details and an agreed price.

Maya: Pause. On Customer questions, write two questions for your possible customer.

Max: Use Sam's practice example. Real conversations need a grown up there.

Maya: Next: pick one to explore.

LESSON 1 • READING 4 OF 4

One to explore

Max: Three ideas. Dog walking. Computer help. Car washing.

Maya: Which would you actually turn up for?

Max: Dog walking. Even when Otis reads every blade of grass.

Maya: That is a very long newspaper.

Max: Rosa provided the lead and bags. Supplies still cost someone. Check who provides them.

Maya: Time and a safe plan matter too.

Max: Made up choice: Lee can draw pet portraits at home.

Maya: The dog walk would clash with practice. Nobody can change the time.

Max: Both customers want the work. Both plans have adult approval and supplies.

Maya: Which fits this week: the portrait, or the walk?

Pause and choose

Choose your answer before reading the next line.

Max: The portrait. It fits Lee's time.

Maya: Dog walking could work another week.

Max: Choosing one today doesn't make it your forever job.

Maya: Pause. On Three ideas, compare your options.

Max: Who might pay? What do they need? Can the plan work?

Maya: Circle one, and write why.

Max: None fit? Borrow Sam's made up idea. Keep it for Pitch Day.

Maya: Next lesson: who is your customer?

LESSON 1 • PRINTABLE PRACTICE

My idea page

Read the four conversations in order. Use the matching activity section when a reading asks you to pause.

Write, draw or explain your answers aloud. Use earlier answers that still fit and keep useful unknowns as questions.

After Readings 1 and 2

Start Good at and People ask me to after Reading 1. Add the other boxes after Reading 2. One entry per box is enough. Repeats count. If nobody has asked you for help, write “nothing yet.” It does not rule out a good idea.

Box	Your idea
Good at: something I can do	
Like doing: something I enjoy	
People ask me to: something someone has requested	
Problems I see: a need I notice	

Circle one possible idea for now. The Customer questions section helps you check it.

Sam’s example

Sam is made up, age 12. Good at: drawing and following a routine. Like doing: dogs and drawing. People ask me to: walk a familiar dog and bring in bins. Problems I see: a family friend needs help with afternoon walks. Sam is exploring dog walking. You can borrow any of these answers.

LESSON 1 • PRINTABLE PRACTICE

Customer questions

After Reading 3

Start with what happened recently, then ask what was difficult. Your aim is to understand a need. A compliment or a request is not an agreed job.

Sam's practice

Possible customer: a family friend who has a dog.

Question 1: How did you handle the dog's afternoon walks last week?

Question 2: Was any part difficult?

Made up reply: "My sister helped on Friday. On Tuesday, I had to stop working and walk him myself."

What Sam learned: Tuesday afternoon might be a need.

What Sam still needs to check: the time, dog and route, adult approval, supplies and job details.

The reply does not prove the person will pay.

Try yours

My possible idea and the kind of person it might help:

1. A question about something that happened recently:

2. A follow up about what was difficult:

Use Sam's questions, change them, or make your own. You do not have to ask anyone to finish. For real conversations, an adult approves the person and joins you. Listen if someone says they do not need help, and thank them.

LESSON 1 · PRINTABLE PRACTICE

Three ideas

After Reading 4

Sam’s made up options show the kind of detail to use. The need is a clue, not an agreed job.

Idea	Who might pay	Why it might help
Walk a familiar dog	A family friend	They asked for afternoon walking help
Bring in bins	A known neighbor	They sometimes need help on bin day
Draw a pet portrait	A cousin	They asked for a picture of their pet

Sam circles dog walking to investigate. In this practice example, Sam can make the afternoon time and would first ask an adult to check the dog, route, supplies and terms. No job or price is agreed. Sam continues in Lesson 2.

PRINTABLE PRACTICE · CONTINUED

Three ideas · your turn

Compare yours

Try three ideas, including variations or Sam’s ideas if needed. Use customer roles or made up names.

Idea	Who might pay	What they might need
1		
2		
3		

Check your choice: can I do the work, does the time fit, and what must an adult check about safety and supplies? Then circle one possible idea.

I chose it because:

Something I still need to check, or a reason I might change my choice:

“Not sure yet” is a useful answer. Keep the idea as practice and ask about that missing detail in Lesson 2.

LESSON 1 • STORY RECAP

Read and connect • parts 1 to 4

Read or discuss the complete recap. Labels distinguish book events from made up practice. Extra recap questions are optional.

Story recap part 1

Max: “Basically everything.”

Maya: “That’s a menu.”

Start with a clear offer.

Story recap part 2

Max: “Wash and dry your car.”

Maya: “Now I know what I get.”

Practice first. An adult joins real customer conversations.

Story recap part 3

Maya: “Twelve toes?”

Max: “Premium paw.”

A fun logo does not do the job.

Story recap part 4

Max: “Dogs keep sneaking in.”

Good at. Like doing. Requests. Problems.

LESSON 1 • STORY RECAP

Read and connect • parts 5 to 8

Story recap part 5

Maya: “Please take a number to be eaten.”

Jo played. Jo’s parent hired, paid and stayed in charge.

Story recap part 6

Max: “One button. Got it.”

Dad arranged the job. Max listened to Denise and simplified.

Story recap part 7

Max: “How did you handle walks last week?”

Maya: “What was difficult?”

Listen for a need before offering a service.

Story recap part 8

Max: “One to explore.”

Maya: “You can change it.”

Choose a workable idea. Keep My idea page.

LESSON 1 • OPTIONAL

Optional story recap questions

Part 2: What makes the car wash offer clear?

Part 4: Name one box that could spark an idea.

Part 5: Who enjoys Maya’s service, and who hires and pays?

Part 8: What could make you change your chosen idea?

LESSON 1 • PRINTABLE CHECK

Fresh check 1 of 2

Try this situation before reading the answer guide. Write, draw or explain aloud.

1. The portrait

A neighbor hires Zoe to draw a picture of their dog for their child’s birthday. The neighbor agrees to pay. Who is the customer?

☐ the neighbor ☐ the child ☐ the dog

How do you know?

LESSON 1 • PRINTABLE CHECK

Fresh check 2 of 2

Try this situation before reading the answer guide. Write, draw or explain aloud.

2. A useful question

Jordan says, “Isn’t my plant watering idea great?” A neighbor says, “Sure.” Has Jordan found out that there is a watering problem?

☐ yes ☐ no

Write one better question about the neighbor’s recent experience:

LESSON 1 • FAMILY PAGE

Talk together and optional missions

The student is choosing an idea to explore. They do not need to earn money, own supplies or find a real customer. Sam's practice example counts equally. Completing this lesson is preparation, not permission to work.

- What do people already ask you to help with?
- What did you learn by listening instead of pitching?
- What might make this idea easier or harder to do?

Optional missions

Mission A with an adult

Choose one person your family knows. An adult approves the contact and stays with you for the conversation or call. Ask your two questions, listen and thank the person. One conversation is enough. It does not book a job, require a sale or set a price.

What they said, without their real name or contact details:

A need I noticed, or "no need yet":

Mission B at home

Notice one small difficulty in a daily routine, such as something getting lost or needing care. Write or draw one way to help. Stay at home or take an ordinary walk with an adult. You are noticing, not approaching customers or buying supplies.

The problem and one possible way to help:

LESSON 1 • ANSWER GUIDE

Review the thinking

Fresh check answers

Check 1

1. The neighbor is the customer: they hire Zoe and agree to pay. The child receives the gift; the dog is the subject of the picture. The person who enjoys a product or service is not always the buyer.

Check 2

2. No. “Sure” may be politeness and gives no evidence of a watering problem. Accept a neutral question such as “What did you do about your plants the last time you were away?” A useful follow up is “Was anything difficult?” Do not require exact wording. “Would you pay me?” alone does not reveal how the need is currently handled.

Answers to the four reading decisions

Reading 1: B, wash and dry your car for \$40. It states the job and price. The \$40 is the book amount, not a recommended local rate.

Reading 2: B, the neighbor’s request. It provides evidence of a need; it still needs checking.

Reading 3: B, how the person handled walks last week. It invites an account of an actual experience. Ask what was difficult without assuming there was a problem.

Reading 4: A, the portrait. In Lee’s made up situation, it fits the available time. The walk conflicts with practice and the time cannot change. Both options have interest, supplies and adult approval; that does not make them equally workable this week.

Checking the practice work

Four boxes: accept real observations, invented examples, repeats and “nothing yet.” Questions: accept a clear recent situation and a neutral follow up. Ideas: accept useful services or products and plausible customers. The student needs a reason for the choice, not a prediction of profit. Unknown time, safety or supply details become questions for an adult; they are not treated as approval.

Story recap answers and money check

Part 2: the offer names the work. Part 4: any of the four boxes can start an idea. Part 5: Jo uses the service; Jo’s parent hires, pays and stays responsible. Part 8: accept new evidence about need, skills, time, supplies or safety, or a changed interest.

Money check for the educator: Max’s \$40 car wash payment, \$30 setup payment, \$15 weeding payment and \$15 completed walk total \$100. The missed walk pays \$0. Maya’s \$40 belongs to her separate helper job. These are book receipts, not a profit calculation or a target for students.

LESSON 1 • COMPLETION

Lesson completion record

An adult records completion

Use this as a paper completion record. Do not submit names of customers, contact details, family finances or student work containing those details.

1. Class: Be the Boss
2. all four readings and story recap: ☐ completed ☐ partly ☐ not yet
3. Four boxes, questions, three ideas and one choice: ☐ attempted ☐ partly ☐ not yet
4. Both fresh checks and answers: ☐ tried and reviewed ☐ partly ☐ not yet
5. Work format: ☐ written ☐ drawn ☐ explained aloud
6. Missions: ☐ A with an adult ☐ B ☐ both ☐ skipped
7. One word for how it went: _____
8. Optional note without names or money amounts: _____

A lesson counts as finished when items 2 to 4 are completed or attempted and reviewed. The work format does not change credit. Missions may be skipped. If an adult is unavailable, the student can finish the practice work now and have it recorded later. Keep this page until it is recorded.

Adult initials and date, kept with this page: _____

Lesson 1 complete: ☐

Six completed lessons lead to the Founder certificate. No sales or business launch are required.

LESSON 2 OF 6

Who is your customer?

By the end, you can describe a possible customer, check a job plan, explain what to do about a suspicious request and describe how your idea could help.

What learners will practice

- Distinguish the paying customer from the person or animal using a service.
- Check the work, date and time, length, pay and supplies before agreeing.
- Practise a safe response to a suspicious payment request.
- Explain the job, customer and possible benefit honestly.

Materials

Paper and pencil, or an oral explanation.

Your Lesson 1 customer questions and idea comparison, or Sam's example.

Your learning route

By the end, you can describe a possible customer, check a job plan, explain what to do about a suspicious request and describe how your idea could help.

Your route

1. Read all four conversations. You can stop after any reading and return later.
2. Use My customer card after Readings 1 and 4, Five job checks after Reading 2, and Stop and show after Reading 3.
3. Read the story recap. Try both fresh checks before checking the answers. Revise anything you want to change.
4. Complete the lesson completion record and keep the three activity pages for Pitch Day. An adult may record your completion later. Missions are optional.

Write, draw or explain aloud. Sam's practice counts equally. No real job, sale, purchase or contact is required. Use roles or made up names. Keep real names, addresses, phone numbers, account details and family money off these pages.

Word of the week: problem. Here, it means a need or difficulty someone wants help with. It does not have to be an emergency.

LESSON 2 • TEACHING NOTES

Support the lesson

The lesson teaches a possible customer and their need, clear job terms, a response to a suspicious message and an honest offer. No real sale or customer is required. The student may write, draw or explain aloud. Sam's practice counts equally.

Your role

For a real plan, approve and join customer conversations and accompany real work. Check the person, place, task, equipment, age suitability and applicable work rules as set out in Lesson 1. The five job checks are a teaching tool, not a complete safety or legal checklist. Ask who supplies equipment and who pays. Being familiar or providing supplies does not by itself establish safety.

Keep actual customer details in the adult managed arrangement, not on a class submission. A student may decline or stop a plan and ask for help. If an agreed job changes or cannot be kept, help them contact the customer promptly and agree what happens next.

If no adult is available now

The student can finish the practice, use the answer guide and discuss it later. Do not hold completion hostage to a real customer or adult signature today. For a real suspicious request, the student should stop and seek a trusted adult such as a teacher or counselor. Real contacts, purchases and jobs wait for adult support.

A short conversation

Ask: Who might pay, and what do they need? Which detail still needs checking? What would you do if an unexpected message asked you to send money? Discuss the answers without comparing anyone's family finances.

Completion

Record completion when available, using an adult role rather than a name. A student can complete the practice now. Use the paper completion record. Six completed lessons lead to the Founder certificate; no business launch is required.

LESSON 2 • READING 1 OF 4

The customer is not the dog

Read quietly, take turns or read aloud together. Let the learner decide at the pause before discussing the explanation.

Max: Otis is a big client.

Maya: Does he pay you in sticks?

Max: Rosa pays. She's my customer.

Maya: When you missed the walk, Rosa had to stop what she was doing.

Max: I help with that problem.

Maya: Problem means something a person wants help with.

Max: Jo enjoys shark time. Jo's parent hires Maya and pays.

Maya: The buyer and the person using the service can be different.

Max: Made up practice. Plant watering. One family friend is away, with nobody watering.

Maya: Another is away too, but already has help.

Max: Who might need your service: the friend without help, or with help?

Pause and choose

Choose your answer before reading the next line.

Maya: The one without help. Ask first. Don't assume they want to pay.

Max: Businesses can have many customers. Ask what already happens before offering help.

Maya: Pause. On My customer card, write who might pay and what they need.

Max: Use Sam's practice. No real names or contact details.

Maya: A grown up approves and joins any real conversation.

Max: Next: agree on the job.

LESSON 2 · READING 2 OF 4

Half an hour, fifteen after

Max: Tuesday at four. Walk Otis, half an hour. Fifteen dollars after.

Maya: Rosa provides the lead and bags.

Max: Dad was there. I read it back. We had it in writing.

Maya: Five checks: work, date and time, length, pay, supplies.

Max: Pay means how much and when. Supplies: who brings them, and who pays.

Maya: Sometimes customers provide them. Sometimes they don't. Agree first.

Max: Made up practice. Saturday, three o'clock. Sweep the path. Thirty minutes. Owner's broom. Nothing to buy.

Maya: Which part is missing: the price and payment time, or the task?

Pause and choose

Choose your answer before reading the next line.

Max: The price and payment time. Ask, and wait for agreement.

Maya: A full checklist is still a plan until everyone agrees.

Max: I copied Rosa's day wrong. Dad came with me to apologize.

Maya: What did you change?

Max: I checked messages against my calendar. The reminder works for me now.

Maya: Pause. Complete Five job checks. Mark anything unknown: ask before agreeing.

Max: Read it back with a grown up before any real job.

Maya: If the job changes, pause and agree again with an adult.

Max: Next: a message asking you to send money.

LESSON 2 · READING 3 OF 4

Send the rest to our pet sitter

Max: Dad and I are testing a made up message: “Extra pay by check. Send the rest to our pet sitter.”

Maya: Wait. They want you to pay somebody else?

Max: That wasn’t on my dog walking flyer.

Maya: A check can show in an account before the bank discovers it’s fake.

Max: The bank takes it back. Sending money on could leave the account owner owing money.

Maya: It shows in the account. Send the rest, or stop and show a grown up?

Pause and choose

Choose your answer before reading the next line.

Max: Stop and show: money showing doesn’t prove the check is genuine.

Maya: Don’t send money, gift card codes or personal details.

Max: An adult checks with the bank using contact details found separately.

Maya: Already sent something? Tell a trusted adult now.

Max: Ask the bank or payment company for help. Recovery isn’t guaranteed.

Maya: Still tell if you waited. Don’t send more.

Max: Pause. On Stop and show, choose an adult’s role, like teacher.

Maya: If nobody’s available, keep this as practice. Seek a trusted adult.

Max: Next: explain what your customer gets.

LESSON 2 · READING 4 OF 4

So Rosa doesn't have to

Max: I walk Otis at four so Rosa doesn't have to stop what she's doing.

Maya: The job. The customer. How it helps.

Max: My flyer said "Maximum Help." Maximum what, though?

Maya: Explain the job. Then give a reason to choose you.

Max: Otis knows me. I check the message against my calendar.

Maya: Jo's parent booked me again through Mom when the cousins came.

Max: Doing what you agreed can build trust. No guaranteed bookings.

Maya: Made up practice. Compare two offers.

Max: A: "I love plants." B: "I could water your plants while you're away." Which explains the help?

Pause and choose

Choose your answer before reading the next line.

Maya: B: it names the job and why the customer might want it.

Max: Only offer what you can actually do.

Maya: Pause. Finish My customer card: the job, the customer, and how it could help.

Max: Add one honest reason to choose you, or a skill you need to practise.

Maya: No customer yet? Sam's example counts. A practice plan can change after you listen.

Max: Next lesson: a name and look that fit your idea.

LESSON 2 • PRINTABLE PRACTICE

My customer card

Read the four conversations in order. Use the matching activity section when a reading asks you to pause.

Write, draw or explain your answers aloud. Use earlier answers that still fit and keep useful unknowns as questions.

Start after Reading 1 and return after Reading 4

Use Customer questions and Three ideas from Lesson 1, or Sam's practice. Point to answers that still fit; add only new or changed details. Describe one possible customer and ask what already happens. A person may have a need and still choose not to buy.

Sam's practice

All details are made up. Sam's family friend had to stop work for Tuesday's dog walk; their sister helped on Friday. Sam might help on Tuesday. Sam still needs adult checks and agreement before any real job.

PRINTABLE PRACTICE · CONTINUED

My customer card · your turn

Write, draw or explain	Your answer
My idea	
Who might pay	
Their need or difficulty	
What already happens, or “not known yet”	
One question I still need to ask	
One honest reason to choose me, or a skill to practise	

After Reading 4: “I could walk a family friend’s dog on Tuesday so they can finish their work.” For a skill to practise, Sam could write: “I need to practise following the walking routine with an adult.” Neither sentence is a booking.

I could _____ for _____ so that _____

An adult who would check real plans, by role, or “practice for now”:

LESSON 2 · PRINTABLE PRACTICE

Sam’s five job checks

Worked practice after Reading 2

Every detail, including \$8, is made up. This is not a price recommendation, a booking or permission to work.

Check	Sam’s practice plan
1. Work	Walk the family friend’s familiar dog on an adult approved route. Return the dog to the adult.
2. When	Tuesday at 4 p.m. Confirm the exact date and meeting place before a real job.
3. How long	20 minutes. Finish at 4:20 p.m.
4. Pay	Practice amount: \$8 total for this walk, paid by the family friend after the walk.
5. Supplies	The family friend provides their lead and bags. Sam buys nothing. Agree who pays if anything else is needed.

Before real work

An adult checks the person, place, task, equipment, age suitability and work rules. The adult approves and accompanies real work. The customer and student must both agree. Read the details back and compare them with the calendar. Do not start or spend while details are unknown.

A completed card is a plan, not permission. If the timing or job changes, check and agree again with the adult and customer.

LESSON 2 · PRINTABLE PRACTICE

Five job checks

Your practice after Reading 2

Use Sam, invent a plan or explore your idea. Label an invented amount “practice.” For an unknown detail, write “ask before agreeing.” Questions count as useful work.

Check	My plan or question
1. Work Exactly what would I do?	
2. When Date and start time?	
3. How long Duration and finish time?	
4. Pay How much, total or per item or visit, who pays and when?	
5. Supplies What is needed, who provides it and who pays?	

The first detail I would check:

- ☐ This is a practice plan.
- ☐ I can explain one detail an adult must check before real work.

Read it back or explain your questions. If you cannot keep an agreed plan, tell the customer promptly with an adult and discuss what happens next.

LESSON 2 · PRINTABLE PRACTICE

Stop and show

Your practice after Reading 3

Made up situation: a message promises extra pay by check and asks you to send the rest elsewhere. Even if the money shows, stop and show a trusted adult.

Step	What I would do
Stop	Do not reply, click, buy, pay or share codes or personal details.
Show	Tell a trusted adult. Use a role below, not a real name.
Check	The adult checks through a separate, reliable contact route. For a check, ask the bank.
If something was sent	Tell an adult now. For money or a check, contact the bank or payment provider. For gift card codes, contact the company that issued the card. Do not send more.

A trusted adult’s role, such as parent, teacher or caregiver:

If that person is unavailable, another trusted adult’s role:

The first thing I would say or point to:

If speaking is hard, point to this page or show the message on the device. You do not need to forward its link. If no adult is available now, finish the practice and seek another trusted adult for a real worry. Real replies, purchases and jobs wait for adult support.

Do not copy a real suspicious message, account number or private information onto this worksheet. It is never too late to ask for help; getting money back is not guaranteed.

LESSON 2 • STORY RECAP

Read and connect • parts 1 to 4

Read or discuss the complete recap. Labels distinguish book events from made up practice. Extra recap questions are optional.

Story recap part 1

Max: Otis is a big client.

Maya: Rosa hires and pays.

Rosa buys the service. Otis gets the walk.

Story recap part 2

Max: Jo gets shark time.

Maya: Jo's parent pays.

The buyer and user can be different.

Story recap part 3

Max: Tuesday September 8. Four to four thirty. Fifteen dollars after.

From the book. Dad helped confirm the plan.

Story recap part 4

Maya: Work, date and time, length, pay, supplies.

Max: Then read back and agree.

Five checks make a plan. It still needs agreement.

LESSON 2 · STORY RECAP

Read and connect · parts 5 to 8

Story recap part 5

Max: I copied the day wrong. I'm sorry I left you waiting.

From the book. Missed walk: \$0 received. Max starts checking the message against his calendar.

Story recap part 6

Maya: "Send the rest to our pet sitter."

Max: Stop and show Dad.

Made up practice. Money showing does not prove a check is genuine.

Story recap part 7

Maya: Already sent something?

Max: Tell a trusted adult now.

An adult contacts the relevant bank or payment company promptly. A refund is not guaranteed.

Story recap part 8

Max: I walk Otis at four so Rosa can keep doing her task.

Your turn: a possible job, a customer and how it could help. Use My customer card.

LESSON 2 · OPTIONAL

Optional story recap questions

Part 1: Who pays?

Part 4: What is still needed?

Part 6: What is the first action?

Part 8: What is the benefit?

LESSON 2 • PRINTABLE CHECK

Fresh check 1 of 2

Try this situation before reading the answer guide. Write, draw or explain aloud.

1. A message about a helper job

Lee gets a message about helping with children: “Buy game gift cards first. Send me the codes so I can sort the groceries. I’ll pay you back with your job money.” Lee has not sent anything.

What should Lee do first, and why?

If Lee already sent the codes, who could the adult contact and what could they ask?

LESSON 2 · PRINTABLE CHECK

Fresh check 2 of 2

Try this situation before reading the answer guide. Write, draw or explain aloud.

The plant watering plan

A family friend is away and needs the porch plants watered. Jordan’s made up plan says: “Saturday at 4 p.m., 15 minutes, \$8 total paid after.” Nobody has discussed the watering can or water.

What supplies questions still need an answer?

Does the written plan alone mean Jordan can start? Why?

Write a possible offer that explains how Jordan could help.

The customer adds a second porch. Must Jordan do it for the same time and pay? What next?

The \$8 is a practice total, not an hourly rate or a recommended price.

LESSON 2 • FAMILY PAGE

Talk together and optional missions

The lesson teaches a possible customer and their need, clear job terms, a response to a suspicious message and an honest offer. No real sale or customer is required. The student may write, draw or explain aloud. Sam's practice counts equally.

- Who might pay, and what do they need?
- Which detail still needs checking?
- What would you do if an unexpected message asked you to send money?

Optional missions

Mission A • listen with an adult

An adult approves and joins a conversation with someone the family knows. Ask one question from My customer card. Listen without trying to secure a booking. Nobody has to say yes, and the conversation requires no purchase.

A useful thing I heard, without names or contact details:

Mission B • explain your practice

Use an invented idea. Explain who might pay and why, then read back Five job checks or the questions you still have. Finish with your possible offer. You may practise on your own, draw it or explain it to a trusted adult later.

- ☐ I tried a mission.
- ☐ I chose to skip the missions. Either choice counts.

LESSON 2 · ANSWER GUIDE

Review the thinking

Fresh check answers

Check 1

Stop and show a trusted adult before replying, buying or sending anything. The request to buy gift cards and send their codes is a scam pattern. The groceries story does not make the codes safe to share.

If codes were already sent: tell a trusted adult promptly. Contact the company that issued the gift card, keep the card and receipt if available, report the scam and ask whether the money can be returned. Do not promise a refund. Do not send another payment to unlock or recover the first one.

Check 2

Ask what equipment is needed, who provides the watering can and water, and who pays for anything needed. The written plan is not enough: an adult must check the person, place, exact date and suitability and help confirm agreement before work. The student may decline.

A possible offer: “I could water the family friend’s porch plants while they are away so the plants get the agreed care.” Accept another accurate job, customer and benefit. Avoid promising that no plant can die. The original plan ends at 4:15 p.m.; \$8 is its total. A second porch changes the work. Pause, check with the adult and agree any new scope, time and pay before accepting or starting the extra task. Jordan may decline.

Answers to the four reading decisions

Reading	Answer and reason
1	A. The friend without watering help has a possible need. Ask rather than assuming they will pay.
2	A. The price and payment time are missing. Ask and wait for agreement.
3	B. Stop and show a trusted adult. Money appearing in an account does not establish that a check is genuine.
4	B. Watering while the person is away explains the job and a possible benefit. It does not guarantee a booking.

Checking the activity pages

Use these examples, not one perfect answer

My customer card

Sam’s buyer is the family friend; the dog gets the walk. Tuesday may have an unmet need; Friday already has help. A useful question is “What already happens on Tuesday?” A reason must be true, or the student can name a skill to practise. Sam might need to practise the walking routine with an adult. Do not turn that into a claim of experience. The offer identifies a task, buyer and useful result; the person may decline. Accept references to Lesson 1 answers that still fit; only new or changed details need adding.

Five job checks

Accept Sam’s model, another made up plan, or clearly marked questions. Sam’s 20 minute walk starting at 4 p.m. ends at 4:20 p.m. The practice \$8 is a total paid after the walk. The family friend supplies the lead and bags. Before real work, resolve unknowns and confirm adult checks and everyone’s agreement.

Stop and show

Accept a trusted adult’s role and a backup role. A useful first sentence is “Please help me check this message before I do anything.” If something was sent: “I sent something and need help now.” Pointing to the worksheet or showing the message also counts. The adult contacts the relevant provider; gift card codes go to the card issuer. With no adult available, finish the practice and seek a trusted teacher or counselor for a real concern.

Story recap reminders

Part 1: Rosa hires and pays. Part 4: a completed card still needs adult checks and agreement. Part 6: stop and show a trusted adult. Part 8: Rosa can keep doing her task. Accept the same meaning in other words.

When an answer needs another try

If the student would send money because it shows in an account, return to Reading 3’s money explanation and ask them to state the first action again. If the offer only describes the student, ask what the customer would get. If terms are missing, mark a question rather than inventing agreement.

Adult help if something was already sent

Adult help for a real incident

Respond calmly and help promptly. Do not require the student to investigate, contact the sender or complete this lesson before getting help. Save relevant messages and receipts privately. Keep them out of the course worksheets.

What happened	First help to seek
A check was deposited	Contact the bank or credit union through a known number or its own app or site. Explain the suspected fake check and any onward payment. An available balance is not proof the check is genuine. Do not follow the sender’s refund instructions.

What happened	First help to seek
Money was paid or transferred	Contact the bank, card issuer, payment app or transfer service used. Report fraud and ask whether the transaction can be reversed or the money returned. If a linked bank or card funded an app payment, contact that provider too.
Gift card codes were shared	Contact the gift card issuer immediately. Keep the card and receipt if available. Ask about recovery even if time has passed.
A password was shared	Help secure the affected account through its official service. Change the compromised password and any reused version, and enable stronger sign in protection where available.
Other personal information was shared	Identify what was exposed. For identity misuse in the United States, use IdentityTheft.gov for a recovery plan. A data exposure without known misuse has guidance at IdentityTheft.gov/databreach .

Find contact details independently, such as on an existing bank card or official site, not through the suspicious message. The provider can advise on the specific incident. Recovery is not guaranteed. In the United States, the adult can also report at [ReportFraud.ftc.gov](https://www.reportfraud.ftc.gov). Reporting is not a substitute for promptly contacting the relevant provider.

The listed help services are U.S. sources. For another country, the adult uses the relevant local provider and official fraud or identity support. This page is adult guidance, not a task to open an account or share personal data.

LESSON 2 • COMPLETION

Lesson completion record

Practice counts

The student can complete this on paper. An adult records completion when available on the paper record. Use roles, not real names. Do not submit personal contact, account or family money details.

All four readings and the story recap:

☐ completed ☐ partly ☐ not yet

My customer card, Five job checks and Stop and show:

☐ attempted, using an idea or practice ☐ partly ☐ not yet

Both fresh checks:

☐ tried, answers checked and revised if needed ☐ not yet

Adult support:

☐ a role identified for real plans ☐ practice now, adult discussion later

Adult role, when available:

One useful thing I learned, or a question I still have:

Optional mission: ☐ tried ☐ skipped

Completion means the lesson material and practice have been attempted and both fresh checks reviewed. Reconsidering an answer counts. A real job, purchase, customer, perfect answer or completed mission is not required. Keep your three activity pages for Pitch Day.

LESSON 3 OF 6

Make it real

Choose a practice name, show what customers can expect, and make an offer clear enough to understand.

What learners will practice

- Choose a practice name and connect a customer expectation to an action.
- Test whether a simple logo stays clear at the size needed.
- Keep useful facts and known condition in an honest description.
- Make a flyer with a clear offer, price route and adult contact placeholder.

Materials

Paper and pencil. Optional colors may be used; no purchase is needed.

Your Lesson 2 idea and customer card, or Sam's practice offer.

LESSON 3 • LEARNING ROUTE

Your learning route

When	What to do
After Reading 1	Complete the first My name and logo page. Try two names, choose one, and connect an expectation to an action.
After Reading 2	Complete the second My name and logo page. Test your design at the size needed.
After Reading 3	Complete My honest description. Keep useful facts and include the known condition.
After Reading 4	Complete My flyer. Use a clear service, a price with its unit or an estimate route, and an adult contact placeholder.
Then	Read the story recap. Try all four fresh checks and review the answers. Correcting an answer counts.

Read each conversation. Write, draw or explain aloud. A made up business and private practice count equally. Sam's examples are there to copy or adapt.

No sale, purchase, real customer contact or public posting is needed. Keep surnames, phone numbers, addresses and accounts off every class page. Use an adult role or the contact placeholder shown.

An adult records completion when available. If no adult is available now, finish your private practice and use the answer guide yourself. The adult can record it later.

Story recap questions and missions are optional. Finished art is not graded, and an actual business is not required for the Founder certificate.

Suggested pacing: 40 to 55 minutes including readings, activities, story recap and checks. Take breaks or use two sittings. Timing is an estimate, not a deadline. Optional missions take extra time.

LESSON 3 • TEACHING NOTES

Support the lesson

What the student is learning

A brand includes recognition and expectations. Names and logos help identify a business. Keeping an agreed promise can build trust. A logo can be a picture, letters or both; the small size and color limits are classroom exercises. The student then describes an item honestly and makes a useful practice flyer.

What counts as complete

All four readings; the story recap; both My name and logo pages; My honest description; My flyer; and all four fresh checks with answers reviewed. Spoken, drawn and written responses count. Corrections count. Optional story recap questions and missions do not affect completion.

Give useful feedback

Ask the student to explain the offer, what the price covers or how to request an estimate, and which known detail the description must keep. Look for understanding, not polished art. Sam's made up dog walking examples may be copied or adapted.

Keep class pages private

Every class page uses an adult role or contact placeholder. Do not add a real phone number, email address, account or address to this pack. A student can finish privately without an adult now, then talk it through and have you record completion later.

Before any real use

Review a separate publication copy and approve the actual offer, task, supplies, price and support needed. You add adult controlled contact details to that copy, decide whether and where it may be shared, and manage replies and arrangements. Students do not independently post or contact strangers. A flyer or enquiry is not a booking; agree the work and final price before it begins. Lesson 5 develops the promotion plan.

Record completion

Use the lesson completion record when available. No account creation, sale, purchase or public post is a student completion task. Six completed lessons earn the course's Founder certificate; a real business is not required.

LESSON 3 • READING 1 OF 4

Flyer Guy

Read quietly, take turns or read aloud together. Let the learner decide at the pause before discussing the explanation.

Max: My business: Maximum Help. My friend Finley calls me Flyer Guy.

Maya: Your flyer did get a mud bath.

Max: My cartoon face took the hit.

Maya: A brand is how people recognize a business and what they expect from it.

Max: Names and designs help. Keeping a promise, like arriving on time, builds trust.

Maya: I named our movie The Dog Knows Too Much. Five words.

Max: Here's made up Sam's dog walking idea.

Maya: Sam wants customers to expect walks at the agreed time.

Max: Which name tells a new customer the service: S D W, or Sam Walks Dogs?

Pause and choose

Choose your answer before reading the next line.

Maya: Sam Walks Dogs says what Sam does; S D W needs explaining.

Max: Four O'Clock Dogs could work if four is the time Sam can offer.

Maya: A creative name or initials can work too. Add a clear service line.

Max: No name guarantees a booking.

Maya: Pause at My name and logo. Try two names, then choose one.

Max: What should customers expect? Write one action that would show it. Speaking or drawing counts.

Maya: Next, my brother's twelve toe logo.

LESSON 3 • READING 2 OF 4

A premium paw

Max: Twelve toes. It's a premium paw.

Maya: How many dogs are you drawing?

Max: One. I trimmed it for my calendar reminder.

Maya: That helped you check the jobs.

Max: A logo is a design that helps people recognize a business.

Maya: It can use a picture, letters, or both.

Max: A logo can mark whose flyer it is. This reminder helps me check dates.

Maya: Made up test. Sam's flyer needs a small logo.

Max: One smudges when small. One stays clear. Which should Sam use?

Pause and choose

Choose your answer before reading the next line.

Maya: The clear one, because its shapes still show at the size Sam needs.

Max: A paw alone could belong to lots of businesses. Put Sam's name beside it.

Maya: For today's exercise, try one or two colors. Pencil works.

Max: Draw it big, then about coin size. Those are practice limits, not rules for every logo.

Maya: Pause at My name and logo. Try it small. What would you change?

Max: Mine's keeping its extra toes.

Maya: Next: dog and shoe not included.

LESSON 3 · READING 3 OF 4

Dog and shoe not included

Maya: Pip kept putting a slipper in my shirt photo.

Max: He has creative control now?

Maya: Dog and shoe not included.

Max: You showed the whole denim shirt, then its small worn spot on the left cuff.

Maya: And checked the size label: youth large.

Max: Which description gives the buyer the size and known wear?

Maya: A: Cool shirt, great condition. B: Denim shirt, youth large, small worn spot on left cuff, pictured.

Pause and choose

Choose your answer before reading the next line.

Max: B. It gives the size and known wear before someone decides.

Maya: Mom posted my photos and words from her account.

Max: What if you don't know something?

Maya: Check with an adult. Don't guess, or claim the item does something you haven't checked.

Max: Pause at My honest description. Fix the made up pencil case description. Include the ink mark.

Maya: Keep useful facts when you revise. For a service, keep the job details.

Max: Say it, draw it or write it. No sale needed.

Maya: Next: Ask me.

LESSON 3 · READING 4 OF 4

Ask me

Max: My flyer had a cartoon of me.

Maya: Your face made the cut. The price didn't.

Max: Three useful lines: the job, price or estimate, and adult contact.

Maya: Made up Sam offers one twenty minute dog walk.

Max: Which price line is clearer: eight dollars total for one twenty minute walk, or eight dollars?

Pause and choose

Choose your answer before reading the next line.

Maya: The first. It tells the customer what eight dollars covers.

Max: Need more details before pricing? Write: ask our adult contact for an estimate.

Maya: An estimate is a rough price. Agree the work and final price before starting.

Max: On My flyer, write adult contact. Keep real phone numbers and account details off it.

Maya: Before real use, an adult checks the offer, adds contact details and manages posting and replies.

Max: We'll practise promotion in lesson five.

Maya: Give your draft a quick check. Can you find the job, price or estimate, and adult contact?

Max: Keep the details that help. Fix anything confusing.

Maya: Pause at My flyer. Sam's example counts. Next lesson: What should you charge?

Max: Pip, you're sitting on the contact line.

LESSON 3 · PRINTABLE PRACTICE

My name and logo: choose a name

Read the four conversations in order. Use the matching activity section when a reading asks you to pause.
Write, draw or explain your answers aloud. Use earlier answers that still fit and keep useful unknowns as questions.

After Reading 1

Use a made up business name. Do not write a surname, phone number, address or account. Use your practice idea from Lesson 2, or copy Sam. Say, draw or write your answers. No sale is needed.

Sam’s MADE UP example

Part	Sam’s answer
Idea carried from Lesson 2	Dog walking for a family friend, with adult approval and support.
Two possible names	S D W; Sam Walks Dogs.
Chosen practice name and reason	Sam Walks Dogs, because it says the service without explaining initials.
Customer expectation	The walk starts at the agreed time.
One action to support it	Check the written date and time with an adult and be ready for the agreed start.

Your turn

My practice idea

Two possible names

My choice and why

What should a customer expect?

One action that would show it

A creative name or initials can work with a clear service line. Choose a name that does not promise a time or skill you cannot offer. Practice names are not checked for real business use.

LESSON 3 · PRINTABLE PRACTICE

My name and logo: test a design

After Reading 2

A logo helps people recognize a business. It can use a picture, letters or both. For this exercise, try one or two colors if you have them. Pencil is enough. You may describe your design aloud and explain how it would work.

Sam’s MADE UP design

Sam tries a simple paw beside Sam Walks Dogs. The name helps identify this practice business. Sam draws it large, then small. If the toes merge when small, Sam removes detail or leaves wider gaps. This is Sam’s drawing, not Max’s twelve toe story paw.

Your design

Try your design large, then roughly coin size in the small space. A coin is not needed; the size is approximate. A name written in a clear style counts as a design.

Larger version	Small version Use a small area in this box. About coin size is enough.

Check and decide

Can you still make out the letters or shapes when small? How does this design help identify your practice business?

One change I made, or why I would keep it

Colors or pencil I used

Coin size and one or two colors are practice limits, not rules for every logo. Copy the chosen name and design to My flyer when you reach Reading 4.

LESSON 3 • PRINTABLE PRACTICE

My honest description

After Reading 3

Read the facts before editing. You can write, draw and label, or explain your improved description aloud. This is a MADE UP practice item, not something you must own or sell.

What we know

Fact	Known detail
Item	A used pencil case.
What works	The zip opens and closes.
Known condition	There is an ink mark inside.
Picture in the imagined listing	A clear close photo shows the ink mark.
What we do not know	Whether the pencil case is waterproof.

The first draft

“Used pencil case. Zip opens and closes.”

Which known detail is missing?

Improve it

Keep the useful facts. Add the missing condition so a buyer can understand it before deciding. Do not add a claim the facts cannot support.

My improved description

Check your own version: point to the item, what works, and the known mark. Did you add anything the facts do not show? Keep those useful facts for an item. For a service, keep what work is included.

The imagined photo is part of this written scenario. For a real listing, an adult checks the item and pictures before posting. Say “pictured” only when the matching picture is actually included. You do not need to take or upload a photo for this task.

LESSON 3 • PRINTABLE PRACTICE

Sam's worked flyer

Sam's MADE UP worked example

These made up details continue the Lesson 2 plan. For this exercise, assume Sam, the family friend and the supporting adult agree to those practice terms. No real job is booked, and \$8 is not a price recommendation.

Practice example
Sam's practice flyer
Sam Walks Dogs
One 20 minute dog walk at an agreed time.
\$8 total for one 20 minute walk, paid after the walk.
Ask our adult contact to discuss a walk. Contact: [adult contact]

Practice design: a simple paw beside Sam Walks Dogs. Use navy and mint if available, or pencil. The name and design match My name and logo.

The practice plan behind it

Tuesday, 4 p.m. to 4:20 p.m. The family friend provides the lead and bags. An adult approves and supports the plan. These job details remain in the agreement even when the short flyer does not show them all.

\$8 is what the customer pays for this practice job. It does not tell us what is left after costs. Lesson 4 develops that question.

If your price is not decided yet

Practice example
Note
Ask our adult contact for an estimate for this job. Contact: [adult contact]

An estimate is a rough price. Agree the work and final price before starting. Sam already has an agreed practice price, so this example keeps \$8. Your practice may use a marked made up amount with what it covers, or the estimate route.

A flyer starts a conversation. It does not book the work. Actual adult controlled contact details belong only on a separate approved publication copy.

LESSON 3 • PRINTABLE PRACTICE

My flyer

After Reading 4 • plan the useful details

Use the name and design from My name and logo. Copy Sam's practice idea if that helps. Write, draw or explain your plan. Keep actual contact details off this page.

My selected practice name

What I offer: the job and how much work or time it covers

Choose one price route

- ☐ A made up practice price: \$_____ total for _____. State what the amount covers, such as one 20 minute walk or one item.
- ☐ An estimate route: Ask our adult contact for an estimate for _____. The final price is agreed before work begins.

Use this contact placeholder

Contact: [adult contact]

Use the action from My name and logo to check your promise here. You do not need to copy that answer again.

Private practice or possible real use

- ☐ I am keeping this as private practice.
- ☐ I may ask an adult to review a separate copy for real use later.

Both choices count equally. A real offer needs adult approval. The adult adds contact details on that separate copy, decides whether and where to share it, and handles replies. Students do not independently post or contact strangers.

One detail I would need to check before any real work

Your practice design

Arrange the words from your plan here, or point to where each part would go. Include your selected practice business name and design, clear offer, price route and Contact: [adult contact]. Use pencil or materials you already have.

My practice flyer

Check the useful details

Cover your planning page. Can you find the useful details on the flyer alone? If you are explaining aloud, describe their positions without reading the plan.

- ☐ A reader can tell what I offer and what the work includes.
- ☐ My price says what the total covers, or gives a clear route to an estimate.
- ☐ The contact line is the class placeholder, with no actual details.
- ☐ My name, design and promise match my earlier plan.

One useful improvement I made, or why I would keep this version

Keep useful information when you edit. A shorter version is only better if it stays clear and honest. You do not need to make two complete flyers.

LESSON 3 • STORY RECAP

Read and connect • parts 1 to 4

Read or discuss the complete recap. Labels distinguish book events from made up practice. Extra recap questions are optional.

Story recap part 1 • Book recap

Max: Maximum Help. Finley calls me Flyer Guy.

Maya: People remember how you work too.

Your name is part of your brand. Keeping a promise shapes what people expect.

Story recap part 2 • Made up practice

Max: S D W? Or Sam Walks Dogs?

Maya: Sam Walks Dogs says the job.

Try two names and choose one for a reason. Creative names or initials can have a clear service line.

Story recap part 3 • Book recap

Max: Same paw. New calendar reminder.

Maya: A logo helps identify a business.

The reminder helps Max check dates. That is a different use from identifying his business.

Story recap part 4 • Made up practice

Maya: This one stays clear when small.

Max: Add Sam's name beside it.

Test at the size needed. Coin size and one or two colors are today's practice limits. Pencil works.

LESSON 3 • STORY RECAP

Read and connect • parts 5 to 8**Story recap part 5 • Book recap**

Maya: Dog and shoe not included.

Max: What about that cuff?

Maya: I pictured the worn spot. Mom posted it on her own account.

Show the whole item, its size and known wear. The shirt is Youth L with a small worn spot on its left cuff.

Story recap part 6 • Made up practice

Max: I cut “amazing.” Kept the facts.

Maya: Now they know what they’re getting.

The edited card: Denim shirt. Youth L. Small worn spot on left cuff, pictured. Keep useful facts when you revise.

Story recap part 7 • Made up practice

Max: For Sam’s practice flyer: eight dollars total for one twenty minute dog walk.

Maya: Paid after the walk. Use the adult contact placeholder.

Contact: [adult contact]. If your price is undecided, write: Ask our adult contact for an estimate. Agree the work and final price before starting.

Story recap part 8 • Made up practice

Max: Can you find the service, price plan and adult contact route?

Maya: Pip found a seat.

Use your flyer or Sam’s. An adult handles any real sharing and replies. Private practice counts.

Next: My flyer.

LESSON 3 • OPTIONAL

Optional story recap questions

Part 2: Which name states the service without explaining initials?

Part 3: What does a logo help identify?

Part 5: Why show and describe the worn cuff?

Part 6: What useful facts does Max keep when editing?

Part 7: What does \$8 cover in Sam’s practice plan, and what contact line belongs on the class page?

Part 8: Can you finish this lesson without posting a flyer? Who handles any real sharing?

Questions are optional. Answers appear in the Lesson 3 answer guide. Do not grade drawing skill or require a sale, contact or finished picture.

LESSON 3 · PRINTABLE CHECK

Fresh check 1 of 4

Try this situation before reading the answer guide. Write, draw or explain aloud.

1 · The name on its own

Ari is practising a plant watering idea. A card has space for a name only. Which tells a new reader the service without explaining initials?

- ☐ A: A P W
- ☐ B: Ari Waters Plants

My reason

Could A work if Ari added a service line? What would it say?

LESSON 3 · PRINTABLE CHECK

Fresh check 2 of 4

Try this situation before reading the answer guide. Write, draw or explain aloud.

2 · Letters as a logo

Lee draws the MADE UP name Leaf Loop in clear pencil letters and plans to use the same design on every practice flyer. It has no picture of a plant. Can it be a logo?

- ☐ Yes, letters can help identify a business.
- ☐ No, every logo must show the job and use two colors.

My reason

If a small version is hard to read, what could Lee change?

LESSON 3 · PRINTABLE CHECK

Fresh check 3 of 4

Try this situation before reading the answer guide. Write, draw or explain aloud.

3 · Repair Taylor’s flyer

MADE UP. Taylor plans to water two indoor plants during one agreed visit. A final price has not been agreed. An adult will approve the offer and handle contact.

The draft says “Taylor’s Amazing Services! Call me!” and includes Taylor’s own phone number. No actual number is printed in this exercise.

Which three things need fixing?

- ☐ It does not say the actual service.
- ☐ It has no clear price or next step to ask for an estimate.
- ☐ It needs the adult contact placeholder instead of Taylor’s private number.
- ☐ It has exclamation marks.

Write or say one repair. Use only a placeholder for contact.

LESSON 3 • PRINTABLE CHECK

Fresh check 4 of 4

Try this situation before reading the answer guide. Write, draw or explain aloud.

4 • Is the puzzle complete?

MADE UP. Riley has a used puzzle. The box says 100 pieces. Nobody has counted the pieces or assembled it. Which description stays within those known facts?

- ☐ A: Used puzzle. Box says 100 pieces. Contents not yet checked.
- ☐ B: Complete 100 piece puzzle.

My reason. Which claim needs evidence?

How could an adult help check that claim?

You do not need a real puzzle. Explain what could be checked. Now review answers for all four fresh checks. A corrected answer counts.

LESSON 3 • FAMILY PAGE

Talk together and optional missions

A brand includes recognition and expectations. Names and logos help identify a business. Keeping an agreed promise can build trust. A logo can be a picture, letters or both; the small size and color limits are classroom exercises. The student then describes an item honestly and makes a useful practice flyer.

- What should a customer expect, and what action would show it?
- What does the price cover, or how could a customer ask for an estimate?
- Which known detail must stay in the description?

Optional missions

These are extra. Neither is required to complete Lesson 3. You may keep all work private.

Mission A • with an adult

Show your practice flyer to one person you and the adult know, with the adult helping. You can also ask the adult to be the reader. Keep only the contact placeholder on this copy.

Ask: “What do you think I offer, what would the price cover, and how would someone ask about it?” Give the reader as long as they need. Listen before explaining.

Make one useful change if needed, or explain why you would keep the flyer. This is feedback on clarity; it is not a request to buy anything.

What the reader understood or asked about

What I changed, or why I kept it

Mission B • private practice

Use Taylor’s sample in fresh check 3, or a flyer already available where you are. Do not go somewhere to find one, copy private details, or call or message anyone.

Find the offer, the price or estimate route, and the contact route. Describe one useful repair. You can use your own flyer if that is easier.

The offer, price route and contact route I found

One repair I would suggest, or why it works

LESSON 3 • ANSWER GUIDE

Review the thinking

Fresh check answers

Check 1

B, Ari Waters Plants. The words say the service. A P W could work with a service line such as “Plant watering by agreement.” Any clear, honest service line counts.

Check 2

Yes. Lettering can be a logo when used to identify the business. A picture of the service and two colors are not required. For a hard to read small version, accept simpler letters, wider gaps, fewer details or a larger usable version.

Check 3

Tick the first three statements. The offer is unclear, there is no price or clear route to an estimate, and Taylor’s private contact should be replaced with the adult placeholder. Exclamation marks are not the problem.

Accept a repair such as: “I water two indoor plants during one agreed visit. Ask our adult contact for an estimate. Contact: [adult contact]” The learner only has to write or explain one repair in the response space. All three faults should be recognized in the ticks or spoken answer.

No price has been agreed in the given facts, so the estimate route is sufficient. A made up amount with a stated unit is also an acceptable practice alternative if the learner labels it as a new practice proposal rather than an existing agreement.

Check 4

A. The box states 100 pieces, but the contents have not been checked. B adds the unsupported claim complete. Saying what the box says does not prove all the correct pieces are inside. An adult could help assemble the puzzle and compare it with the box picture. Counting pieces is a useful first check, but a count of 100 alone could miss duplicates or pieces from another puzzle. Accept another practical method that checks whether the full correct puzzle is present. If that remains unknown, keep the description clear about the uncertainty. No actual testing is required for the class.

Answers to the four reading decisions

For the student and supporting adult. Accept a clear reason in spoken, drawn or written form. These are practice decisions, not a design contest. A student can review this guide independently.

The four reading choices

Reading	Answer and reasoning
1 · Flyer Guy	B, Sam Walks Dogs. It names the service without decoding initials. S D W can work with a clear service line. Four O'Clock Dogs would need offered times that match. None of these names guarantees a customer.
2 · A premium paw	B, the design that stays clear at the size Sam needs. Small does not automatically mean better. A paw alone may suggest dog services without identifying Sam; the name beside it helps.
3 · Dog and shoe not included	B. The denim shirt description gives Youth L and the known small worn spot on the left cuff, pictured. A leaves out that useful information. The answer helps the buyer assess the item; it does not promise a sale or a returning buyer.
4 · Ask me	A, \$8 total for one 20 minute walk. It explains what the amount covers; \$8 alone leaves that unclear. This is Sam's made up price, not profit or a local rate. For an undecided price, request an estimate through the adult contact. An estimate is a rough price. Agree the work and final price before starting.

Optional story recap answers

Optional story recap questions

These recap questions are optional. Use them for discussion if helpful; they are not another finish requirement.

Part	Reason to accept
2	Sam Walks Dogs states the service. Creative names can have a clear service line.
3	A logo helps identify a business. The calendar label separately reminds Max to check dates.
5	The buyer can see and read the condition before deciding.
6	The denim shirt, Youth L size and known small worn spot on its left cuff, pictured. Empty praise can go.
7	\$8 total for one 20 minute walk, paid after it. The class line is Contact: [adult contact].
8	Yes, private practice counts. An adult approves and handles any real sharing and replies.

Checking the practice pages

The practice pages

My name and logo

Accept any two practice names and one explained choice. The action should support the expectation, such as checking the agreed time, communicating clearly with an adult, or completing the agreed work. A service line can explain a creative name. A learner can reuse or adapt Sam's answers.

For the design, accept lettering, a drawing, both or an oral description. Ask whether it stays clear at the intended size and how someone could connect it with the practice business. The learner may keep the design if they explain why it works. Drawing skill is not graded.

My honest description

The missing detail is the ink mark inside. A suitable answer is: "Used pencil case. Zip opens and closes. Ink mark inside, pictured." The imagined listing includes that photo as a fact of the exercise. Other wording counts if it preserves the item, working zip and known mark without inventing a feature.

The student should leave out "waterproof" because the facts do not establish it. There is no required word count. Cutting "used," the working zip or the known mark just to make the description shorter does not improve it. In real use, the adult verifies the condition and included pictures.

My flyer

Look for the selected practice business name and design, a clear job or item with the work or quantity stated, a price with what it covers or a clear request for an estimate, and the adult contact placeholder. An oral explanation can identify where each part would go. A student may keep the current version if it is clear and honest. Check the flyer itself with the planning page covered. The learner can point to the locations in an oral description.

Sam's plan stays \$8 total for one 20 minute walk, paid after it. Tuesday 4 p.m. plus 20 minutes is 4:20 p.m. The family friend provides the lead and bags. Do not turn the example into an hourly market rate or expected income. A flyer starts an enquiry; the agreed job plan settles the details. The \$8 customer payment alone does not establish what remains after costs.

An unknown price can use: "Ask our adult contact for an estimate for one plant watering visit." An estimate is a rough price. Agree the work and final price before starting. "Ask me" alone does not explain enough about who to ask or what happens next.

A question for later real work

Accept a relevant unknown such as the exact task, date and time, how long it takes, who supplies and pays for materials, the final price, payment timing, or the adult support required. The student does not need to solve it or contact anyone to finish.

Optional mission feedback

For Mission A, accept one useful observation and a justified change or a reason to keep the flyer. One known reader, including the supporting adult, is enough. For Mission B, accept a useful repair to the sample provided here or another already available flyer. No contact, posting, purchase or outing is required.

A correction counts

If an answer changes after reviewing the guide, ask what fact changed the student's mind. The point is to use evidence, describe honestly and make the next step clear.

LESSON 3 · COMPLETION

Lesson completion record

Be the Boss · Lesson 3

An adult records completion on paper when available. Students do not create accounts or submit forms.

Record	Choose one
Class	☐ Be the Boss
All four readings	☐ All four completed by reading or listening ☐ Some ☐ Not yet
story recap	☐ Whole recap read or discussed ☐ Some ☐ Not yet
My name and logo	☐ Name choice, expectation, action and design test completed ☐ Partly ☐ Not yet
My honest description	☐ Completed by writing, drawing or speaking ☐ Partly ☐ Not yet
My flyer	☐ Completed by writing, drawing or speaking ☐ Partly ☐ Not yet
Four fresh checks	☐ All four attempted and answers reviewed ☐ Partly ☐ Not yet
Class contact line	☐ A role or placeholder only, with no actual contact details ☐ Needs correction
Optional mission	☐ A ☐ B ☐ Both ☐ Skipped

LESSON COMPLETION RECORD · CONTINUED

Reflection and adult completion

One word for how it went, if you want

Optional note about the learning. Leave out names, private contact details and family finances.

Completion means the six learning entries in the completion checklist are complete and the class contact line contains no actual details. The six entries are the four readings, story recap, My name and logo, My honest description, My flyer and all four fresh checks with reviewed answers. An answer corrected after review counts.

A mission, real business, sale, purchase or public posting is not required. The student can finish private practice before an adult is available; record it later. Six completed lessons earn the course’s Founder certificate.

Adult completion mark or initials, when available

LESSON 4 OF 6

What should you charge?

Reuse the offer from your Lesson 3 flyer, try Sam's made up plan, or invent a new practice example. Write, draw or explain aloud. A calculator is fine.

What learners will practice

- Define the work, cash costs, supplied resources and time.
- Compare similar offers before choosing a practice price.
- Distinguish gross sales, fees, payouts, profit and a cash check.
- Explain a clear price and payment time, or identify an important unknown.

Materials

Paper, pencil and an optional calculator.

Your current flyer and offer, or Sam's and Alex's worked examples.

LESSON 4 • LEARNING ROUTE

Your learning route

When	What to do
After Reading 1	Read Sam's worked price check. Complete My price page · Work and costs.
After Reading 2	Use the comparison cards and My price page · Compare and choose. A trial price or a clear question to check counts.
After Reading 3	Complete the first part of My price page · Money in and costs out. Identify a possible fee, another cost or something still to check.
After Reading 4	Read Alex's worked cash check. Finish the Cash check in Money in and costs out, then complete My price page · Clear offer.
Then	Read or discuss the complete story recap. Try all four fresh checks, review the answers and correct anything that changed your thinking.

Read each conversation. The four My price page sections build one offer. Keep the same job or group of jobs in each calculation. If your own price or costs are unknown, use Sam or Alex for the cash arithmetic and keep your own questions.

No sale, purchase, customer, lookup, account or post is required. Keep names, real contact details and family finances off class pages. No adult available now? Practise privately and check the answers. An adult can record completion later.

Completion has four groups: all four readings; the complete story recap; all four My price page sections, including Cash check and Clear offer; all four fresh checks with the answers reviewed. A meaningful missing detail may stay on your own plan. Story recap questions and missions are optional. Keep your sections for Pitch Day.

Planning allowance: about 50 to 70 minutes for readings, the pages, story recap and checks. This is an estimate, not a tested class time or a deadline. Pause longer when needed. To use two visits, stop after Compare and choose. Next time start with Reading 3, using the same offer. Optional missions take extra time.

LESSON 4 · TEACHING NOTES

Support the lesson

What the student is learning

A price describes particular work. Costs, supplied resources, time and comparable offers inform it. Gross sales, a fee, a payout and profit describe different things. The lemonade model assigns all \$14 of costs to its \$12 sales day. Alex's later model checks cash against a starting purchase; it is not a complete profit calculation.

Give useful feedback

Ask what the price includes, who provides and pays, how much time is involved, and what evidence or missing information matters. There is no single correct price for an open task. Accept clearly labelled unknowns and practice amounts. A supplied item is not costless to everyone, and time matters without subtracting an invented wage.

Ask the student to trace money through the cash table. Check that a withheld fee is counted once and that the same paid supplies are not counted again. A current cash result does not make future materials free. Use Sam or Alex for arithmetic if the student's own inputs are incomplete. Check payment timing as well as the total: a purchase due before the customer pays still needs a plan before any real spending. Discuss this with Alex's fictional example; no family money details are needed. For a fresh check that needs another try, use Answer guide · find a helpful reminder.

Keep practice accessible

Writing, drawing, speaking and corrected answers count. An adult can review and record the work later. No real customer, sale, purchase, lookup, account creation or posting is required. Keep private family finances and real contact details off the pages.

Before real work, an adult approves and supports the task, manages contacts and accounts, and helps agree the job, price, supplies, payment shares and timing. A public listing and an adult's opinion are clues, not proof of customer demand. There is no automatic beginner discount.

Record the same four learning groups: all four readings; the complete story recap; all four My price page sections including Cash check and Clear offer or a meaningful missing detail; all four fresh checks tried, answers reviewed and corrections made. Story recap questions and missions stay optional.

LESSON 4 • READING 1 OF 4

My lemonade empire

Read quietly, take turns or read aloud together. Let the learner decide at the pause before discussing the explanation.

Max: A dollar a cup. Twelve sold. My lemonade empire!

Maya: Practice numbers. Twelve dollars from sales. All the costs for that day: fourteen dollars.

Max: Profit is sales money minus business costs. A negative result means a loss.

Maya: Is that a two dollar loss or a two dollar profit?

Pause and choose

Choose your answer before reading the next line.

Max: A two dollar loss. Twelve minus fourteen is negative two.

Maya: The empire needs a pencil.

Max: Before choosing a price, list the work, supplies, other costs and time.

Maya: In our graphic novel, what did your car wash need?

Max: Washing and drying the outside. The neighbor provided the materials.

Maya: You didn't need to buy those supplies. But check any other costs too.

Max: Write who provides each thing, who pays, and what you still need to check.

Maya: Your time matters too. Include setting up and cleaning up.

Max: Pause. Start My price page, Work and costs. Use your idea or Sam's practice plan.

Maya: Write, draw, or explain it. No spending needed.

Max: Next: it says total.

LESSON 4 • READING 2 OF 4

It says total

Max: Mom showed us a job message. Two helpers. Four children. Ten to noon. Sixty dollars. Sixty each?

Maya: Total. That word is doing a lot. Adults stay home and handle snacks and bathroom help.

Max: Let's read the whole offer.

Maya: For an equal split, does each helper get sixty dollars or thirty dollars?

Pause and choose

Choose your answer before reading the next line.

Max: Thirty each. Sixty divided by two. I read too fast.

Maya: At noon, we each got thirty. Story prices are not a price list.

Max: Your price needs the work, costs and time.

Maya: With an adult, compare similar local offers. Check the same work, time and supplies.

Max: A short walk isn't the same as a long one.

Maya: Being new doesn't automatically mean charging less.

Max: Try a price that covers costs and makes the work worth your time.

Maya: For practice, explain why someone might pay it. A listed price doesn't promise a sale.

Max: Pause. Try My price page, Compare and choose. Use our practice comparisons if needed.

Maya: Explain your price, or what needs checking.

Max: Next: gross twenty, net sixteen.

LESSON 4 • READING 3 OF 4

Gross twenty, net sixteen

Max: School swap. My old clothes sold for twenty dollars.

Maya: The notice listed a twenty percent organizer fee. Here, that's four dollars.

Max: Gross sales: twenty before the fee. Net payout: sixteen after it.

Maya: Payout is the amount paid to you. Profit also needs the item's cost and any other business costs.

Max: The slip doesn't give the clothes' original cost.

Maya: What do we know: sixteen dollars profit, or sixteen dollars payout?

Pause and choose

Choose your answer before reading the next line.

Max: Sixteen dollars payout. We don't have all the costs to work out profit.

Maya: A label or supplies can cost money too. Check before choosing a price.

Max: Mom handles online sales on her own account. A payout can arrive later.

Maya: Ask the adult to check it has arrived before spending it.

Max: My twenty dollar celebration needs a four dollar edit.

Maya: Pause. Use My price page, Money in and costs out.

Max: List a possible fee, another cost, or something still to check. Practice numbers count.

Maya: If you use the payout, don't subtract that fee again.

Max: Next: say the number.

LESSON 4 • READING 4 OF 4

Say the number

Max: Me practising Sam's offer: eight dollars, or whatever.

Maya: Keep the smile. Make the offer clear.

Max: Eight dollars total for one twenty minute walk. Payment after the walk.

Maya: Now Alex's made up portraits. Five dollars each. Starting supplies cost twelve dollars.

Max: For this check, Alex receives each five dollars in full. No other cash is spent.

Maya: Two portraits bring ten dollars. Three bring fifteen.

Max: Which covers the twelve dollars spent: three paid portraits or two?

Pause and choose

Choose your answer before reading the next line.

Maya: Three. Fifteen received, twelve spent. Three dollars more received than spent.

Max: That's cash after the starting purchase. It doesn't make the whole third payment profit.

Maya: New portraits still use paper and pencils. Check replacements, fees and your time.

Max: The pencils did not become immortal.

Maya: Pause. Finish the Cash check in Money in and costs out. Then complete Clear offer.

Max: Say your offer, write it or draw and explain. A made up plan counts.

Maya: No adult now? Practise privately. An adult can record completion later.

Max: Keep your pages for Pitch Day. Next lesson: how will anyone find you?

LESSON 4 • PRINTABLE PRACTICE

Sam’s worked price check

Read the four conversations in order. Use the matching activity section when a reading asks you to pause.

Write, draw or explain your answers aloud. Use earlier answers that still fit and keep useful unknowns as questions.

Made up example • checking an existing agreement

Sam’s earlier plan stays the same: one 20 minute dog walk for a family friend on Tuesday, 4 p.m. to 4:20 p.m., for \$8 total after the walk. The family friend provides the lead and bags. An adult approves the work and supports Sam.

Price question	Sam’s practice answer
What work does the price cover?	One dog, one 20 minute walk. This is the agreed walk, not an hour of work or several visits.
What supplies are needed?	Lead and bags, supplied by the family friend.
Who provides and pays?	For this made up check, the family friend provides and pays for the lead and bags. Sam pays \$0 for those supplies.
Any other cash costs?	For this practice model, assume Sam has no other cash costs for this walk. A real plan still needs an adult to check.
What time should Sam consider?	20 minutes walking plus 5 minutes total for getting ready and handovers = 25 minutes. The extra 5 minutes is a new practice allowance outside the unchanged 4 to 4:20 walk.
What price are we examining?	\$8 total after one completed 20 minute walk. This was already agreed in the practice story; it is not a new booking or a recommended rate.

Time matters even when Sam pays no cash for supplies. The 25 minutes is a planning allowance, not a wage payment to subtract. The \$8 is a customer payment, not a claim about profit for every real walk.

LESSON 4 · PRINTABLE PRACTICE

Practice comparison cards

Made up offers · these are not researched local prices

Both cards describe one dog with the customer providing the lead and bags and an adult approving and supporting the work. Compare the work and length before comparing the price.

Detail	Offer A	Offer B
Work	One 20 minute dog walk	One 40 minute dog walk
Price	\$8 total for that walk	\$12 total for that walk
Supplies	Customer provides lead and bags	Customer provides lead and bags
Adult role	Approves and supports the work	Approves and supports the work

Which offer is closer to Sam’s 20 minute walk, and why?

Sam’s worked reasoning

Offer A is the closer match because it describes the same length of walk and supplied items. Offer B is longer. Its bigger price does not by itself show that Sam’s price is too low. These made up cards let us practise a comparison; they do not prove what local customers pay.

Sam can explain the existing \$8 total using the stated work, time allowance, supplied items and the matching practice offer. A different trial price for your own idea can also have a sound reason. A listing is a clue, not a promised sale.

If you later check a real local offer with an adult, compare the same service, length or quantity, supplies and relevant skill or quality. Record the public offer details, not anyone’s name or contact information.

LESSON 4 · PRINTABLE PRACTICE

My price page: Work and costs

After Reading 1 · use your flyer, Sam or another made up example

My offer: I will ____ for ____ . Use a customer role, not a name.

This includes these tasks or this number of items:

List what the work needs. Mark an amount as known, an estimate or still to check. \$0 means no cash I expect to pay for that listed need; it does not mean the item or my time has no value.

Need or cost	Who provides and pays?	Cash I would pay or need to check

Time: getting ready ____ + the work ____ + clearing up ____ + any travel ____ = about ____ minutes.

One thing still to check, or why this practice list is complete:

Invented amounts count for practice. Before real work, an adult helps check what is needed and who provides and pays. No purchase is part of this page.

LESSON 4 • PRINTABLE PRACTICE

My price page: Compare and choose

After Reading 2 • a reasoned practice price

Use one supplied practice card if it fits, invent a clearly labelled comparison, or use a similar local offer checked with an adult. A made up comparison is practice, not evidence of a real market price.

Comparison: what work, length or quantity, supplies and price does it include?

One useful match or difference from my offer:

My trial price is \$___ total for ___. Or: I need to check ___ before choosing a price.

My reason for this trial price, or the information I still need: use the work, costs, time and comparison. If I chose a price, why might someone pay it?

☐ If I chose a price, I stated what it covers and whether it is a total, per item or per hour. If not, I named what needs checking.

☐ I considered cash costs and time, including preparation and clearing up.

☐ I labelled made up information and anything still to check.

Being new does not automatically make the price lower. If the price does not cover the expected cash costs or feel worth the time, revise the offer, costs or price in practice. This is a proposal, not an accepted real job.

For real work, an adult helps agree the exact job, price, supplies, any sharing of payment and payment time before starting. Keep this page for the rest of Lesson 4 and Pitch Day.

LESSON 4 · PRINTABLE PRACTICE

My price page: Money in and costs out

After Reading 3 · first part of this section

Use the same practice offer as your earlier pages, or use Sam. Keep unknown amounts marked. A listed price or an unpaid sale is not money received. Alex’s worked example comes after Reading 4.

Word	What it tells you
Gross sales	The sales amount before deductions. It does not by itself tell you profit or whether payment has arrived.
Fee and payout	A fee is a charge. Check who pays it. A payout is money passed on after the stated deductions.
Profit	Sales money minus all business costs for the same job, group or period. A payout after one fee does not supply every cost.

My job or group of jobs for this check:

Use your Work and costs list. Withheld means taken out before the payout reaches you. A possible cost is something to check, not a claim that every offer has it. Do not list a withheld fee again as another cash payment. Mark the payment method and status. Leave unused rows blank.

Fee or other cash cost	How is it paid?	Amount and status
	Withheld / paid separately / still to check	\$ ____ or unknown Known / estimate / still to check
	Withheld / paid separately / still to check	\$ ____ or unknown Known / estimate / still to check
	Withheld / paid separately / still to check	\$ ____ or unknown Known / estimate / still to check

Which missing detail would you check first, and how could its answer change the work, cost or time? Or explain the supplied assumptions you are using.

Keep this section. After Reading 4, its Cash check continuation turns the selected amounts into a calculation. Unknown amounts may stay unknown.

LESSON 4 • PRINTABLE PRACTICE

Alex’s worked cash check

Made up example • recovering an initial purchase

Alex has already paid \$12 for starting paper and pencils. There are enough supplies for the first three portraits. Each portrait costs the customer \$5. For this check, assume each payment is received in full, with no fee withheld and no other cash spent.

Paid portraits	Sales cash received	Compared with the \$12 purchase
1	$1 \times \$5 = \$5$	\$7 still to cover
2	$2 \times \$5 = \$10$	\$2 still to cover
3	$3 \times \$5 = \$15$	\$3 above the purchase

The third \$5 payment first covers the \$2 still to cover. The other \$3 is sales cash left after the initial purchase. The whole third payment is not profit.

Cash check for the first three paid portraits	Amount
Customer payments before any fee withheld	\$15
Subtract fees withheld from those payments	\$0
Payout or money received after those fees	\$15
Subtract other cash paid: the starting purchase	\$12
Cash after these listed payments	\$3

This is a cash recovery check. It does not work out the cost of the supplies used for each portrait or a full profit record. The initial \$12 is counted once. Do not subtract the same purchased paper or pencils again in this cash check.

Read this cash result: above zero means more received than spent; zero means the listed receipts and payments match; below zero means more spent than received. These descriptions apply to the amounts included in this check.

New portraits still use supplies. Check future replacement purchases, possible fees and time before deciding what price makes sense. If another cash payment is made, add it to the correct check. The example does not promise three customers.

LESSON 4 • PRINTABLE PRACTICE

My price page: Cash check

Cash check • continuation after Reading 4

Choose one job or group of jobs. Use known or clearly labelled practice amounts. If any needed amount is unknown, name it here and use the complete Sam or Alex model for the arithmetic. Keep the unknown on your own plan.

I am checking: ☐ my practice offer ☐ Sam’s one walk ☐ Alex’s first three paid portraits. Job or group:

My own missing information, if any. Or state the practice assumptions used:

Sam route: assume the agreed \$8 is received in full after the one walk. No fee is withheld and Sam pays no other cash in this model. The family friend provides and pays for the lead and bags. Alex route: use the assumptions on Alex’s worked page.

Same job or group throughout	My calculation
Customer payments before any fee withheld	\$ _____
Subtract fees withheld from those payments	– \$ _____
Payout or money received after those fees	= \$ _____
Subtract other cash paid in this check	– \$ _____
Cash after these listed payments	= \$ _____

Optional arithmetic check: add the cash result, other cash payments and withheld fees. For Alex: $\$3 + \$12 + \$0 = \$15$, matching customer payments. This checks the arithmetic; it does not prove every cost was included.

Which other cash payments did I include? If \$0, what stated assumption or known fact supports it?

Count a fee only once. Do not count money still unpaid as received. Label any expected numbers as assumptions. A cash result after listed payments does not establish profit when relevant costs are missing or not included.

One future payment, cost, supply need or time detail to check before a real agreement:

LESSON 4 • PRINTABLE PRACTICE

My price page: Clear offer

After Reading 4 • explain the offer or name the missing detail

Return to Work and costs and Compare and choose. Keep or revise your practice offer using what you learned. A smile or a nervous voice is fine. What matters is whether the terms make sense.

Reuse answers that still fit. For the work and supply boxes, you may point to the earlier page or write its title. Use the space for details that changed.

Sam's worked wording: "Eight dollars total for one twenty minute walk. Payment after the walk."
Sam's full plan keeps Tuesday, 4 p.m. to 4:20 p.m., one dog, lead and bags from the family friend, and adult support.

My practice wording: \$___ total for ___. Payment ___. Or: I need to check ___ before choosing a price.

Work, quantity or time: earlier page reference or changed details:

Supplies and adult agreement: earlier page reference or changed details:

My next step: what will I keep, change or check, and why? Use the Cash check or a worked example, plus the work, costs, time and comparison.

☐ If I chose a price, I made total, per item or per hour clear and stated payment timing. If not, I named the information I need.

☐ I said, wrote or drew and explained the offer or question. Private practice counts.

☐ I kept estimates and made up details labelled and left real contacts off the page.

If the work changes, such as a request for a frame with a portrait, check whether it is included and what it costs. With an adult, agree any changed work and total price before accepting the change. A practice price does not promise a customer.

Carry this version forward

Keep your Lesson 3 flyer with this Clear offer page for Lesson 5 and Pitch Day. If the work, price or payment time has changed, mark which earlier wording needs updating before using it again. Carry any unanswered question forward too. This is a check of your private draft; nothing needs to be posted.

LESSON 4 • STORY RECAP

Read and connect • parts 1 to 4

Read or discuss the complete recap. Labels distinguish book events from made up practice. Extra recap questions are optional.

Story recap part 1 • Made up day

Max: Twelve dollars from sales. My lemonade empire!

Maya: All costs for that day: fourteen dollars.

Max: That's a two dollar loss.

Sales \$12 – costs \$14 = –\$2. The made up day has a \$2 loss.

Story recap part 2 • Graphic novel example

Max: The neighbor supplied the wash materials.

Maya: That tells us who provides them.

Max: Check other costs and time too.

The job was an exterior wash and dry. Supplied materials do not prove every cost is zero.

Story recap part 3 • Graphic novel example

Max: Sixty each?

Maya: It says total. That word is doing a lot.

Max: Thirty each. I read too fast.

2 helpers share \$60 equally: \$30 each. Adults stay home. At noon, each receives the agreed payment.

Story recap part 4 • Practice pricing

Max: Work. Costs. Time. Then compare a similar offer.

Maya: Being new doesn't set the price.

Compare the same work, length and supplied items. Explain a trial price. A listing is not a promised sale.

LESSON 4 • STORY RECAP

Read and connect • parts 5 to 8**Story recap part 5 • Graphic novel example**

Max: Twenty dollars in sales.

Maya: Four dollars to the organizer. Sixteen dollars paid out.

Max: Payout. We don't have all the costs to work out profit.

School cash sales: 20% of \$20 is \$4. $\$20 \text{ gross} - \$4 \text{ fee} = \$16 \text{ net payout}$.

Story recap part 6 • Sam's practice offer

Max: Eight dollars total for one twenty minute walk. Payment after the walk.

Maya: Clear work. Clear price. Clear payment time.

Made up rehearsal. One dog; the family friend supplies the lead and bags. An adult supports any real job.

Story recap part 7 • Alex's made up cash check

Max: Alex spent twelve dollars on starting supplies.

Maya: Five dollars per portrait, paid in full.

Max: Two bring ten dollars. Still two dollars short.

Supplies cover the first three portraits. All sales paid in full; no other cash spent. $2 \times \$5 = \$10$, still \$2 short of \$12.

Story recap part 8 • Cash check continued

Maya: Three portraits bring fifteen dollars. Three dollars more than the starting purchase.

Max: That doesn't make the whole third payment profit. The pencils did not become immortal.

Cash check: $\$15 \text{ received} - \$12 \text{ spent} = \$3 \text{ more received than spent}$. Check replacement supplies, fees and time.

LESSON 4 · OPTIONAL

Optional story recap questions

Four optional reminders for after the complete recap. Each pairs two parts. Write, draw and explain, or answer aloud in private. Equivalent explanations count. These are reminders, not additional fresh checks or required real business tasks.

1 · Parts 1 and 2. What is the made up lemonade result? Does the neighbor supplying car wash materials prove every cost is zero?

2 · Parts 3 and 4. How much does each helper receive? What should you compare before proposing a price for another job?

3 · Parts 5 and 6. What does Max’s \$16 tell us? What makes Sam’s rehearsed offer clear?

4 · Parts 7 and 8. Can two paid portraits cover Alex’s starting purchase? What changes after three, and why is the whole third payment not profit?

Check these with the optional story recap answers in the answer guide. These are optional reminders, separate from the four fresh checks.

LESSON 4 • PRINTABLE CHECK

Fresh check 1 of 4

Try this situation before reading the answer guide. Write, draw or explain aloud.

1 • The watering can

Made up plan: Morgan will water three indoor plants for a family friend with adult support. The friend provides water and a watering can. Morgan has not checked travel, other needs or how long the work will take. Morgan writes, “No costs or time to count.”

What should Morgan check before choosing a price? Name a money or supply detail and a time detail.

LESSON 4 • PRINTABLE CHECK

Fresh check 2 of 4

Try this situation before reading the answer guide. Write, draw or explain aloud.

2 • A shared payment

Made up message: “We will pay \$80 total for two helpers for the morning. The helpers will share it equally.” Lee asks, “Eighty each?”

Each helper’s share is: ☐ A: \$80 ☐ B: \$40

Explain what total means in this offer. You may use words, a drawing or a calculation.

LESSON 4 • PRINTABLE CHECK

Fresh check 3 of 4

Try this situation before reading the answer guide. Write, draw or explain aloud.

3 • A different resale slip

Made up slip: gross sales are \$18. The organizer withholds a \$3 fee and passes on the rest. The original item cost and other business costs are not given.

What does this slip establish? ☐ A: a \$15 payout ☐ B: a \$15 profit

Show the calculation and explain what is still needed to work out profit:

LESSON 4 • PRINTABLE CHECK

Fresh check 4 of 4

Try this situation before reading the answer guide. Write, draw or explain aloud.

4 • Taylor’s cards

Made up cash check: Taylor has paid \$9 for starting supplies, enough for the first three cards. The customer pays \$4 for each card. Assume each payment is received in full, no fee is withheld and no other cash is spent in this check.

Which number of paid cards covers the initial \$9 purchase? ☐ A: 2 ☐ B: 3

After two paid cards: \$___ received, with \$___ still to cover. After three: \$___ received, leaving \$___ above the purchase.

Name one thing Taylor should check before pricing more cards:

Read the answer guide and make any corrections. These invented paid examples are arithmetic practice. You do not need to make a sale.

LESSON 4 • FAMILY PAGE

Talk together and optional missions

A price describes particular work. Costs, supplied resources, time and comparable offers inform it. Gross sales, a fee, a payout and profit describe different things. The lemonade model assigns all \$14 of costs to its \$12 sales day. Alex's later model checks cash against a starting purchase; it is not a complete profit calculation.

- What does the price include, and when would the customer pay?
- Who provides and pays for the supplies, and how much time is involved?
- Does this number show sales, payout, profit or cash after the listed payments?

Optional missions

Optional mission A • compare an offer

With an adult, inspect a similar public offer. Compare work, length or quantity, supplies and relevant skill or quality, then price. Record one useful similarity and one difference without names or contact details. Contact nobody. The supplied practice cards are an equal alternative.

Optional mission B • change one detail

Use a made up offer. Add one clearly labelled change, such as an extra item or a delivery request. Explain which work, time or cash cost now needs checking before a revised price is agreed. No purchase or real request is needed.

Either mission may be skipped. Do not make a real business or a confident performance a condition of completion. Use the lesson completion record.

LESSON 4 • ANSWER GUIDE

Review the thinking

Fresh check answers

Check 1

1: Morgan should list any other supplies or cash to pay, who provides and pays, and any missing travel arrangement. Morgan should estimate preparation, watering, clearing up and necessary travel time. Accept one sensible money or supply check plus one time detail. No evidence given means unknown, not automatically zero.

Check 2

2: B, \$40 each. $\$80 \div 2 = \$40$ because this message explicitly says to share equally. The word total covers both helpers. If the split had not been given, asking how the payment will be shared would be the right next step.

Check 3

3: A, a \$15 payout. $\$18 - \$3 = \$15$ after the organizer fee. To calculate profit, the original item cost and any other relevant business costs are needed. Do not subtract the \$3 fee again.

Check 4

4: B, three paid cards. Two bring \$8, leaving \$1 still to cover. Three bring \$12, leaving \$3 above the initial \$9 purchase. This uses the stated full payment and no other cash spending assumptions. Accept a relevant next check such as more paper, replacement supplies, possible fees or time. The result does not promise customers.

Answers to the four reading decisions

Reading 1: A, a \$2 loss. The made up day has \$12 in sales and \$14 in all business costs: $\$12 - \$14 = -\$2$. Receiving \$12 does not make that \$12 profit. The supplies used and every cost in this small model belong to that day.

Reading 2: B, \$30 each. The \$60 total is shared equally between two helpers: $\$60 \div 2 = \$30$. Check: $\$30 + \$30 = \$60$. Two helpers do not always have to share equally; this question specifies an equal split, reflecting the book's agreed \$30 shares. The two hour shift and four children do not change these agreed shares.

Reading 3: B, \$16 payout. The organizer keeps 20% of \$20, which is \$4. $\$20 - \$4 = \$16$ after this fee. The original clothing cost and all other business costs are not supplied, so the slip does not establish profit.

Reading 4: A, three paid portraits. Two bring \$10, leaving \$2 of the \$12 purchase still to cover. Three bring \$15, which is \$3 above the purchase. This assumes full \$5 receipts and no other cash spending. The whole third payment is not profit.

Checking the practice pages

Look for a clear reason and an honest record of unknowns

Work and costs; Compare and choose

Accept a defined job or quantity, a useful needs list, who provides and pays, a time estimate, and a trial price with a reason or a clear missing detail. Cash to pay, supplied resources and time are different. Do not assign an invented wage or treat an unknown as zero.

A is the closer match to Sam because both specify one 20 minute walk and the same supplied items. B describes a 40 minute walk. Either may be a sensible offer for its own work. The task does not ask for the cheapest offer or a price per minute.

Sam's schedule is a 20 minute walk, 4 p.m. to 4:20 p.m. The extra five minutes is one total allowance for getting ready and handovers outside that walk. The total planning allowance is 25 minutes. Sam's \$8 is already agreed in the made up story.

Money in and costs out, including Cash check

Match amounts to one job or group, with received payments or labelled practice assumptions. Count each withheld fee once. Support \$0 with a fact or assumption. An unknown is valid with a supplied arithmetic model; accept a sensible first question and how it could affect work, cost or time.

Sam: $\$8 - \$0 = \$8$ received; $\$8 - \$0 = \$8$ after listed payments. Alex: $\$15 - \$0 = \$15$ received; $\$15 - \$12 = \$3$ after the purchase. These are stated cash models, not full real business profit. A positive, zero or negative result can be correct under its assumptions.

Clear offer

Accept work or quantity, the price unit, payment time, a reason and supply or adult agreement details. A precise question can replace an unknown price. Speaking, drawing and writing count. Unchanged work and supply answers may point to an earlier page. Accept a justified keep, change or check response; a cash shortfall alone does not prove the price is wrong. No smile, polished performance or customer is required.

Optional story recap answers

1 · Parts 1 and 2: the made up lemonade day has a \$2 loss: $\$12 - \$14 = -\$2$. The neighbor supplies the car wash materials, which does not establish zero other costs. Check other costs and time.

2 · Parts 3 and 4: each helper receives \$30 because the \$60 total is expressly shared equally. Compare similar work, length and supplied items, while considering costs and time. Being new does not automatically set a discount.

3 · Parts 5 and 6: Max's \$16 is a payout after the \$4 organizer fee, with profit still unknown. Sam's offer states \$8 total for one 20 minute walk, paid after the walk. One dog, supplied lead and bags and adult support remain in the plan.

4 · Parts 7 and 8: two full \$5 payments bring \$10, still \$2 short of the \$12 purchase. Three bring \$15, leaving \$3 above it. The third payment first closes the \$2 gap; the whole \$5 is not profit. Supplies cover these three portraits, and no other cash is spent. Check supplies, fees and time for more work.

Find a helpful reminder

Optional support after trying a fresh check

Choose the matching reminder below, revisit just that example, then return to the original check. This is optional support, not an extra test or completion requirement.

Check	Return to	One prompt to try
1 · Morgan’s needs and time	My price page · Work and costs; story recap part 2.	Which need or part of Morgan’s time has not been checked?
2 · Lee’s shared payment	Reading 2; story recap part 3.	What does the total cover, and how did the message say to share it?
3 · The resale slip	Reading 3; story recap part 5.	Which amount does the slip establish, and which cost information is still missing?
4 · Taylor’s cards	Alex’s worked cash check; story recap parts 7 and 8.	Now use Taylor’s own amounts: after two payments, how much of the starting purchase is still to cover?

Use the worked example to recall the method, then return to the fresh check’s own people and amounts. A repaired answer counts.

LESSON 4 • COMPLETION

Lesson completion record

Be the Boss • Lesson 4

For an adult to record when available. Use the paper completion record. Students do not create accounts or submit forms.

Learning entry	Record
All four readings completed.	☐ Done ☐ Partly ☐ Not yet
The complete story recap read or discussed.	☐ Done ☐ Partly ☐ Not yet
All four My price page sections attempted: Work and costs; Compare and choose; Money in and costs out, including Cash check; Clear offer or a meaningful missing detail.	☐ Done ☐ Partly ☐ Not yet
All four fresh checks tried, the answer guide reviewed and corrections made where needed.	☐ Done ☐ Partly ☐ Not yet
Optional missions	☐ A ☐ B ☐ Both ☐ Skipped

Complete means the four learning groups above are finished. A clear missing detail can count on the student’s own plan; Sam or Alex supplies a complete arithmetic route. Responses may be written, drawn or spoken. Correcting an answer after review counts.

One word for how it went, if you want:

Optional note about the learning. Leave out names, real contacts and family finances.

No mission, sale, purchase, customer, public post or real business is required. The student can finish private practice before an adult is available. Six completed lessons earn the course’s Founder certificate.

Adult completion mark or initials, when available:

LESSON 5 OF 6

How will anyone find you?

Promotion helps possible customers learn about your offer. Plan who might need it, keep the useful details, practise a reply route and check which money is available to use now.

What learners will practice

- Match a promotion route to a possible customer need.
- Keep useful offer details while removing private information.
- Practise who checks and handles an unexpected request.
- Separate a sale and buyer payment from an available payout.

Materials

Paper, pencil and an optional calculator.

Your current Clear offer, customer card and private flyer, or Sam's examples.

LESSON 5 · LEARNING ROUTE

Your learning route

Bring your current Lesson 4 Clear offer and Lesson 3 flyer, including any marked changes. You may use Sam or another made up idea. Write, draw or explain aloud; no new artwork or copied flyer is required.

When	What to do
After Reading 1	Complete My promotion plan · Find a customer. Choose a possible customer, a need and a route.
After Reading 2	Complete My promotion plan · Ready to share. Read story recap parts 1 to 4, try both first half fresh checks and review their answers.
After Reading 3	Complete My reply route. Practise what you would do before any reply.
After Reading 4	Complete My money status check. Read story recap parts 5 to 8, try fresh checks 3 and 4, and review their answers.
Finish or save a pause	Use Lesson 5 · finish record. Keep your current flyer and four core pages together. Sam's support pages and the private rehearsal are optional.

Keep real names, contact details, school details and family finances off every class page. Use customer roles and Contact: [adult contact]. Unknowns may stay as questions.

No post, account, customer contact, purchase or sale is required. If an adult is not available, practise privately now and use the answer guide. An adult can record completion later. Six completed lessons earn the Founder certificate; a business launch is not required.

Allow about 50 to 70 minutes, or two sessions of 25 to 35 minutes. You may pause after the first half and resume at Reading 3, A message from nobody. This is an untested planning estimate, not a deadline. Optional rehearsal takes extra time.

LESSON 5 • TEACHING NOTES

Support the lesson

What the student is practising

The learner connects an offer with a plausible customer need and a route that could reach it. They keep useful offer facts while removing private details, rehearse who handles a reply, and distinguish a sale, buyer payment, available payout and profit. Use the current Clear offer and flyer, Sam's plan or another made up idea.

Keep the useful facts and the open questions

Ask why the proposed route fits the need. A known person or a bigger audience does not prove demand. Keep the work, quantity or time, price unit or estimate route, payment timing when known, relevant condition and next step. Unknown prices and costs may stay as specific questions. Agree real work and its final price before it starts.

You manage real contact and money

Class pages use Contact: [adult contact]. Before any later real sharing, review the offer, route, permissions, time and materials. Add your chosen contact details only to a separate approved sharing copy. You manage posting, selling accounts, messages and arrangements, and approve and accompany real work.

A new request, including one from a known person, still needs checking. The student stops and shows you; you check the sender, proposed work, price, timing and support, then decide whether and how to respond. A student who already replied can still tell you and ask for help. If you are unavailable, a real reply waits.

For selling accounts, buyer payment and seller payout are different statuses. Check the current payout status before including it as money available to use now. To find profit, use the sale amount minus all relevant costs, or start with the net payout and subtract only costs not already deducted. Do not count a cost twice. Keep estimates labelled and leave room for a cost that might change. Before choosing new spending, also check money already set aside for costs, repayments or goals. When a payout becomes available, update the same order's entry and count it once. A cost already paid can reduce profit without being a new bill due now. Keep unpaid costs and other commitments in the cash plan.

Adult guidance • continued

Practical help and completion

If something has already been sent

Stay calm if the learner has replied, shared a detail or sent money. Take over promptly. Contact the relevant account or payment provider through a known official route and ask what protective or recovery steps are available. If money was sent, ask whether the payment can be stopped or reversed; recovery is not guaranteed. Follow the provider's process for exposed account details.

Recall Lesson 2: a deposited check can appear available before the bank discovers it is fake. That differs from an ordinary selling account payout wait. Do not send money, buy gift cards or pay someone else from an unexpected check. The educator references include FTC guidance on fake checks and recovery after a scam.

Help later if needed

No actual sending, account, purchase, sale or customer is needed. The student may write, draw or explain privately and use the answer guide before you are available. You can review and record completion later without collecting names, real contacts or family finances. A reviewed correction counts as learning. The optional private rehearsal can be skipped.

Use Lesson 5 · finish record for the four required parts. Six completed lessons earn the Founder certificate. Launching a business is not required, and this page does not require a real sale in the next lesson.

LESSON 5 • READING 1 OF 4

The flyer got the mud

Read quietly, take turns or read aloud together. Let the learner decide at the pause before discussing the explanation.

Max: My flyer offered car washing. Pip added mud.

Maya: He included a free mud sample.

Max: In the graphic novel, our neighbor hired me, with Dad there.

Maya: Promotion helps possible customers learn what you offer.

Max: Who needs the job, and how could they hear about it?

Maya: Made up practice. Use Sam's offer: one twenty minute dog walk.

Max: An adult knows an owner who wants that walk. A noticeboard could reach more people, whose needs are unknown.

Maya: Which first? A, the adult shares Sam's offer with that owner. Or B, the adult posts on a general noticeboard, with permission?

Pause and choose

Choose your answer before reading the next line.

Max: A matches a known need. The adult still checks the job.

Maya: Hearing about an offer isn't agreeing to hire Sam.

Max: Passing along an offer is word of mouth.

Maya: Adults handle real sharing, replies and selling accounts.

Max: Pause. On Find a customer, choose who might need your offer and how they could hear.

Maya: Use roles, not names. A made up plan counts.

Max: Next: keep the useful details.

LESSON 5 • READING 2 OF 4

Keep the useful details

Maya: This made up flyer includes a school and a home address.

Max: Busy flyer. Terrible secret keeper.

Maya: Those details come off. Keep what helps someone choose the job.

Max: Work, price and what it covers. Leave unknowns as questions.

Maya: For my book listing: whole shirt, size label, worn cuff.

Max: Useful facts. Mom posted from her account.

Maya: Now Sam's practice offer: eight dollars total for one twenty minute walk, paid afterward.

Max: Contact stays a placeholder: adult contact.

Maya: Which should stay off? A, twenty minute walk. Or B, Sam's home address?

Pause and choose

Choose your answer before reading the next line.

Max: B. Keep the walk's length. Leave the home address off.

Maya: An adult adds their chosen contact details only to a sharing copy.

Max: Check photo backgrounds too: school labels, house numbers and personal papers.

Maya: Pause. On Ready to share, check your current flyer. Sam's practice version counts.

Max: Keep your offer accurate. Private practice counts without an adult now.

Max: Next: a message from nobody.

LESSON 5 • READING 3 OF 4

A message from nobody

Max: Made up message. An unknown sender offers a job.

Maya: No adult has checked it. It says: tonight, double pay. Reply with your address.

Max: Double pay. Triple question marks.

Maya: We don't know the sender. What comes first?

Max: A, reply with the address. Or B, show a trusted adult before replying?

Pause and choose

Choose your answer before reading the next line.

Maya: B. Stop before answering or sharing anything.

Max: Show the message. The adult checks who it is and what the job involves.

Maya: Then the adult decides whether to answer, using a contact route they trust.

Max: Known person? Still check the work, place, time, money and who will be there.

Maya: For a real message, wait for an adult. Extra pay doesn't cancel checks.

Max: Already replied? Tell an adult now. You can still get help.

Maya: Pip protects his shoe collection. None of it is his.

Max: Pause. Use My reply route. You can practice on paper, even without an adult.

Maya: Keep your page where you can find it again.

Max: Next: Sold. Still waiting.

LESSON 5 · READING 4 OF 4

Sold. Still waiting.

Maya: My denim shirt sold for forty two dollars.

Max: Pizza budget?

Maya: Pizza has entered the chat.

Max: The book's order says payout pending.

Maya: A buyer can have paid. A pending payout means the seller is still waiting for the money.

Max: A, wait for the payout. Or B, count forty two dollars as money to use?

Pause and choose

Choose your answer before reading the next line.

Maya: A. Wait. The payout is still pending, so we cannot spend it yet.

Max: For a real sale, an adult checks the account directly.

Maya: Later, the payout clears. Forty two dollars, minus a five dollar fee and three dollar shipping label.

Max: Thirty four dollars net payout. Those two costs are already taken out.

Maya: To work out profit, check any other costs too. Some available money may already be set aside.

Max: The class uses paper. An adult handles any real account.

Maya: Pause. Try My money status check. Made up numbers count.

Max: No sale is needed to finish this lesson.

Maya: Next, Pitch Day. Bring your plan, price and cost pages.

LESSON 5 • PRINTABLE PRACTICE

My promotion plan: Find a customer

Read the four conversations in order. Use the matching activity section when a reading asks you to pause.

Write, draw or explain your answers aloud. Use earlier answers that still fit and keep useful unknowns as questions.

After Reading 1 • use your current offer or a made up one

Choose who might need the offer and how they could hear about it. A customer role, such as a dog owner, is enough. No real name or number belongs here. If the need is a guess, try a question such as “What help, if any, would be useful?”

My current offer, or the earlier page I am using and any changes:

A possible customer, plus either a reason they might need this offer or a question to check the need:

How an adult could help them hear about it, and why that route fits:

What could the interested person do next? Example: ask our adult contact to discuss the job.

What needs checking before real sharing? You can write “private practice only”.

Check permission, time and materials. If sharing would cost money, an adult checks who would pay and whether the money is available before that cost is due. A hoped for sale or pending payout cannot cover a cost due now. Practice can use what you already have. Unknowns may stay as questions.

☐ My route connects this offer with a possible need. Hearing about it does not make a booking.

LESSON 5 · PRINTABLE PRACTICE

My promotion plan: Ready to share

After Reading 2 · this is a private practice copy

Use your earlier flyer and current Clear offer. Mark a useful change on that flyer, explain what you would keep, or use the space below. You do not need to copy a clear version again.

Keep the work or item, quantity or length, price and what it covers, payment timing when known, useful condition or other relevant facts, and a next step. If a price is undecided, use the estimate route and keep your question. An estimate is a rough price; agree the work and final price before starting.

My offer wording, useful change or explanation of what I will keep:

Next step example: Ask our adult contact to discuss this job. If the price is undecided: Ask our adult contact for an estimate for this job. Contact: [adult contact].

A private detail I removed, or how I checked there were none:

- ☐ With the planning page covered, I can find or explain the offer, price or estimate route, and next step on the flyer itself.
- ☐ The class copy has only the adult contact placeholder. I checked words and picture backgrounds for private details.

Keep surnames, school details, home addresses, personal routines, phone numbers and account details off this copy. An adult chooses and adds real contact details only to a separate approved sharing copy and manages sharing and replies. Nothing needs to be sent.

LESSON 5 · PRINTABLE PRACTICE

Sam’s worked promotion plan

Made up support · read after the Reading 1 and 2 decisions

Sam’s existing agreement stays unchanged: one 20 minute dog walk for a family friend on Tuesday, 4 p.m. to 4:20 p.m., for \$8 total after the walk. The friend supplies the lead and bags. An adult approves and supports the work.

We are rehearsing how someone with this need could hear about that same offer. This adds no second booking. The private job details above do not all belong on a flyer.

Plan part	Sam’s practice answer
Possible customer and need	A dog owner known to the adult who wants a 20 minute walk for their dog.
How they could hear	The adult explains the offer to that owner. This is word of mouth.
Why this route fits	The stated need matches the offered walk. The wider noticeboard audience has unknown needs in this example.
Interested person’s next step	Ask our adult contact to discuss a walk. Hearing the offer does not agree the work.
Before any real sharing	The adult checks the offer, permission and support. Talking takes time. Practice uses the existing flyer; no printing or spending is required.

The short practice flyer

Practice example
Sam Walks Dogs
One 20 minute dog walk at an agreed time. \$8 total for one walk, paid after the walk. Ask our adult contact to discuss a walk. Contact: [adult contact]

The adult keeps the actual job time and arrangements in the private plan. The flyer retains the work, length, total, payment timing and contact route. The \$8 is Sam’s made up agreement, not a researched local rate, profit or a promise of another customer.

LESSON 5 · PRINTABLE PRACTICE

My reply route

After Reading 3 · private paper practice

Use the made up message from Reading 3, or imagine a new request about your practice offer. Use roles only. You do not need to write another message, open an inbox or contact anyone.

Step	My route before any reply
Stop	I leave the message unanswered and keep private details to myself.
Show	I show a trusted adult. If none is available now, I wait and show one when I can.
Check	The adult checks the sender, work, place, time, money and who will be there. Knowing the sender is only one part of the check.
Decide	The adult decides whether to answer, using a contact route they trust. The adult handles any reply and approves and accompanies real work.

For my practice offer, one thing an adult would need to check before deciding:

If an adult is not available when a message arrives, I would:

Where I could find this route again, or how I would remember it:

☐ I have written, drawn or explained the route in my own way. I may point to the table rather than copy it.

If you already replied or shared a detail, stop and tell a trusted adult anyway. You do not have to handle the next step alone. In a real situation, the adult takes over; completing this practice does not approve the message.

Keep any uncertainty as a question. No adult needs to be present for the private rehearsal. Next: Reading 4, Sold. Still waiting.

LESSON 5 · PRINTABLE PRACTICE

My money status check

After Reading 4 · made up status check using the book’s amounts

This made up record uses the graphic novel’s shirt amounts. A calculator is fine.

Earlier practice record	Before payout
Sale price	\$42 for one denim shirt
Buyer payment	The buyer has paid \$42.
Seller payout	Pending
Deductions from the sale	\$5 fee and \$3 shipping label
Other costs	Not checked in this snapshot.

How much remains after the two listed deductions? Show or explain the calculation.

In the pending record above, how much from this sale is available to use? Which status tells you?

What would an adult need to check before adding the payout later?

Later in this made up practice, an adult confirms that this same order’s payout has arrived and is available. The sale price and both charges are unchanged.

Update this order’s one entry. How much is now available from it? Why do you count one payout, not the earlier amount plus the later amount?

Does the later available payout establish profit? Explain what still needs checking.

A budget can note possible future money separately. Keep pending money out of the amount available to use now. Before choosing spending, check any remaining costs and leave room for a cost that might change. Unknown costs can stay as questions.

LESSON 5 · PRINTABLE PRACTICE

Sam’s route and money connection

Optional made up support · read after Readings 3 and 4

Use the same agreement: one 20 minute walk for a family friend on Tuesday, 4 p.m. to 4:20 p.m., for \$8 total after the walk. The friend supplies the lead and bags. An adult approves and supports the work.

This is a rehearsal before that existing walk. No extra walk, changed agreement or payment has happened.

A request is something to check

Imagine a question about the existing walk arriving for the adult before the adult has read it. Sam leaves it unanswered and shows the adult. If the adult is unavailable, Sam waits. The adult checks whether the request changes the work, timing, supplies, price or support before deciding and handling any reply.

Sam’s question	What the current plan supports
What is already agreed?	One 20 minute walk, 4 p.m. to 4:20 p.m., \$8 total after it. A request alone does not change these terms.
What time needs allowing?	The 20 minute walk plus the separate 5 minute preparation and handover allowance gives 25 minutes to consider. The promised walk stays 20 minutes.
Is the \$8 available before the walk?	No. Payment is due afterward. Expected payment can be noted separately, but it is not money received.
Does \$8 mean profit?	No profit is established here. The adult and Sam would check all relevant costs and who pays them. No new fee or account is invented.

The same habit works in both examples

For Sam, check whether payment has actually arrived. For an online sale, an adult also checks the payout status. A customer’s interest, an agreement, a buyer payment and an available payout tell you different things. Use the status that matches the money you are planning to use.

You may use this example to explain your own pages. No actual customer, payment, account or new calculation is required.

LESSON 5 • STORY RECAP

Read and connect • parts 1 to 4

Read or discuss the complete recap. Labels distinguish book events from made up practice. Extra recap questions are optional.

Story recap part 1 • Classroom recap • book facts

Max: My flyer offered car washing. Pip added mud.

Maya: Free mud sample.

Max: Our neighbor hired me, with Dad there.

Promotion helps possible customers learn about your offer.

Story recap part 2 • Made up promotion practice

Maya: Use Sam's twenty minute walk offer.

Max: An adult knows an owner who wants that walk.

Maya: The adult can share it. Still check the job.

Word of mouth: one person tells another. Hearing an offer is not a booking.

Story recap part 3 • Sam's private practice flyer

Max: For Sam: eight dollars total for one twenty minute walk, paid afterward.

Maya: Keep that. Leave the home address off.

Class copy: Contact: [adult contact]. An adult checks a separate sharing copy.

Story recap part 4 • Classroom recap • book photo facts

Maya: Whole shirt. Youth large. Small worn spot on the left cuff.

Max: Useful facts stay. Private background details go.

Maya: Mom posted from her own account.

Check photos as well as words. Next: the first half fresh checks.

LESSON 5 • STORY RECAP

Read and connect • parts 5 to 8**Story recap part 5 • Made up message • before an adult check**

Max: Double pay. Triple question marks.

Maya: Show an adult before replying.

Made up message: “Tonight. Double pay. Reply with your address.” Stop before sharing anything.

Story recap part 6 • Made up reply route

Maya: Stop. Show. Check. Then decide.

Max: For a real message, the adult decides whether to reply. No adult yet? Wait.

Knowing someone does not settle the work, place, time, money or who will be there.

Story recap part 7 • Earlier book record • page 75

Max: Pizza budget?

Maya: Not while the payout is pending.

Denim shirt sold for \$42. Payout pending. A sale or buyer payment does not establish money available to use.

Story recap part 8 • Later book record • page 120

Max: Thirty four dollars net payout.

Maya: For profit, check any other costs too.

Later: payout cleared. $\$42 \text{ sale} - \$5 \text{ fee} - \$3 \text{ shipping label} = \$34 \text{ net payout}$. Count each deduction once.

LESSON 5 • OPTIONAL

Words you can look up

Optional reference • use a row when a word gets in the way

You do not need to learn this list by heart. Use a row when you want a quick reminder, then return to your page.

Word	What it means here
Promotion	Helping possible customers learn about your offer.
Word of mouth	One person tells another about an offer.
Estimate	A rough price. The adult and customer still agree the work and final price before starting.
Buyer payment	Money the buyer has paid for the sale. The seller's payout may still be pending.
Payout	Money a selling account passes on to the seller.
Pending payout	The seller is still waiting for that payout.
Net payout	The amount left for payout after charges taken from the sale. Other costs may still affect profit.
Profit	Sales minus all the costs of the item or work. Count each cost once.

Available money may already have a purpose. Check what has been set aside before choosing a new use. This reference adds no completion task.

LESSON 5 • OPTIONAL

Optional story recap questions

Four optional reminders about the complete story recap. Try questions 1 and 2 after Readings 1 and 2, and questions 3 and 4 after Readings 3 and 4. Write, draw and explain, or answer aloud in private. These are reminders, not extra required fresh checks.

1 • Parts 1 and 2. Why is sharing Sam's offer with that dog owner a reasonable first route? Is a new job agreed yet?

2 • Parts 3 and 4. Name one useful detail to keep and one private detail to remove. What contact line belongs on the class copy?

3 • Parts 5 and 6. What should happen before anyone replies, and who decides whether to reply?

4 • Parts 7 and 8. What changed between the two records, and why is \$34 not automatically profit?

LESSON 5 · PRINTABLE CHECK

Fresh check 1 of 4

Try this situation before reading the answer guide. Write, draw or explain aloud.

1 · A place plant owners look

Devon offers one indoor plant watering visit with adult support. Plant club members have asked for watering help, and the adult has permission to post on their noticeboard. The adult also knows a family with no plants and no stated need for watering help.

Which route fits the evidence better? ☐ A: The adult tells that family. ☐ B: The adult posts on the plant club noticeboard, with permission.

Choose a route and explain why it fits. Does it make a booking?

LESSON 5 • PRINTABLE CHECK

Fresh check 2 of 4

Try this situation before reading the answer guide. Write, draw or explain aloud.

2 • Keep the offer useful

Nora’s made up practice flyer offers help sorting one shelf of books during one 30 minute session. The price is undecided. The draft contains these lines:

Draft line: Work; What it says: Help sorting one shelf of books during one 30 minute session.

Draft line: Price route; What it says: Ask our adult contact for an estimate for this session.

Draft line: Contact; What it says: Contact: [adult contact].

Draft line: Private details; What it says: My school and home address. Category labels only; no real details are shown.

Which line comes off? What useful information should stay while the price is undecided?

Write, draw or explain aloud. No person needs to be contacted. Now review both answers and make any useful correction.

LESSON 5 · PRINTABLE CHECK

Fresh check 3 of 4

Try this situation before reading the answer guide. Write, draw or explain aloud.

Tari’s practice offer is help sorting one shelf of books during one 30 minute session. The price is undecided. The flyer says: Ask our adult contact for an estimate for this session. Contact: [adult contact].

A person known to the adult sends this new request to the adult’s work inbox. The adult has not read it and is unavailable now. No job has been agreed.

Could you sort three shelves instead? Is it still the same price? Please confirm now.

What should Tari do first? ☐ A: Confirm three shelves now. ☐ B: Wait and show the new request to an adult before any reply.

Choose and explain. Does knowing the sender settle the work or the price?

Name two details the adult would need to check before agreeing to the changed request.

What should happen about the undecided price? You do not need to invent one.

Write, draw or explain aloud. You are deciding what happens next in private practice. Nothing needs to be sent. Use Answer guide · second half checks and story recap afterward.

LESSON 5 · PRINTABLE CHECK

Fresh check 4 of 4

Try this situation before reading the answer guide. Write, draw or explain aloud.

An adult checks these two sales in a made up selling account. Both buyers have paid. The fee and shipping label in each row are deducted from that sale before payout. No other payout is available.

Item: Puzzle; Sale price: \$24; Listed deductions: \$2 fee and \$4 shipping label; Payout now: Pending

Item: Game; Sale price: \$16; Listed deductions: \$1 fee and \$3 shipping label; Payout now: Received and available

Of the payout now available, \$4 is already set aside for supplies for later work. It is still in the account. This is a plan for the money, not another fee on these sales.

How much remains after the listed deductions for each sale?

How much of these payouts is available now? How much is set aside, and how much is not set aside in this plan? Show or explain.

The item costs and any separate packing costs were paid earlier. Their amounts have not been checked for the profit calculation.

Can the available payout be labelled profit from these facts? What else needs checking before choosing spending?

Someone says, “My payout took two days, so yours will too.” What should the adult check instead of relying on that promise?

Keep an unknown as a question. A possible future payout may be noted separately without treating it as available money. Now use Answer guide · second half checks and story recap and make any useful correction.

LESSON 5 • FAMILY PAGE

Talk together and optional missions

The learner connects an offer with a plausible customer need and a route that could reach it. They keep useful offer facts while removing private details, rehearse who handles a reply, and distinguish a sale, buyer payment, available payout and profit. Use the current Clear offer and flyer, Sam's plan or another made up idea.

- Why does this promotion route fit the possible customer's need?
- Which details help explain the offer, and which details should stay private?
- What status proves that the payout is available, and has any of it already been set aside?

Optional missions

Stay in private practice. Pretend an adult is telling an interested customer about the offer. The learner may say the introduction aloud, write it or draw and explain it. Use the existing flyer; do not send a message or make another copy.

Start with the introduction

A useful pattern is: "This offer is for someone who needs _____. It includes _____. The price or estimate route is _____. Ask our adult contact to discuss it." Keep the placeholder instead of contact details.

An imagined customer can ask "What does the price cover?", ask "What happens next?", or say "I do not need this." For that last answer, practice a polite ending, such as "Thanks for letting me know." You may keep the offer or consider a different customer role on paper. One person's lack of interest does not show that the price needs to drop. An estimate route counts if the price is unknown.

Optional rehearsal note: one useful response or reason to keep the offer as it is:

If you want to keep going

Imagine a follow up question: "Can you do more work for the same price?" The adult has not checked this new request and is unavailable. Practise the next step using My reply route. The learner can explain who would check and answer, and what needs agreeing. No extra job is created.

Optional reply route note:

An adult or an imagined listener can also ask, "If a buyer pays but the payout is pending, what changes in the money available to use now?" The learner may point to My money status check instead of repeating it.

This mission adds no completion requirement. Do any part you find useful, or skip it. Keep all names, contact details and family money information out of the notes. An adult may review the practice later.

LESSON 5 • ANSWER GUIDE

Review the thinking

Fresh check answers

Check 1

B. Plant club members have asked for watering help, so the permitted noticeboard reaches a stated possible need. The known family has no plants or stated watering need. Knowing somebody alone does not make them a suitable customer. This is still a plan for sharing; replies, work and agreement require the adult's checks. It creates no booking or income.

Check 2

Remove the school and home address line. Keep one shelf, the 30 minute session, the clear estimate route and Contact: [adult contact]. A price does not have to be invented to finish this check. The adult and customer would agree the work and final price before it begins.

If the customer wants more shelves or more time, check the work and price before agreement. The stated session does not promise unlimited sorting or extra time for the same unknown price.

Check 3

B. Tari waits and shows the new request to an adult before any reply. The sender being known does not settle a changed job. The request changes one shelf to three, and the original 30 minute session may not cover that amount of work. No price or booking has been agreed.

Accept two relevant checks, such as how much sorting is wanted, whether it fits the time, supplies, adult support or the price and what it covers. The adult can clarify the work and give an estimate, then agree a final price before starting. No invented price is needed. Tari leaves the request unanswered while the adult is unavailable. A known sender or "Please confirm now" does not remove that step.

Check 4

Puzzle: $\$24 - \$2 - \$4 = \$18$, still pending. Game: $\$16 - \$1 - \$3 = \$12$, received and available. Only \$12 from these payouts is available now. Of that \$12, \$4 is already set aside and $\$12 - \$4 = \$8$ is not set aside in this plan. The \$4 is part of the \$12, not extra money or another sale fee. This allocation does not establish profit. Both buyers paying does not make both payouts available. The \$40 of sales and \$30 after the listed deductions answer different questions.

Profit cannot be found because the earlier item and separate packing costs are not given. They still matter for profit, but those paid bills do not need paying again from this payout. The listed fees and shipping labels are already deducted. Before choosing new spending, check unpaid costs and the money's planned uses, and keep room for an estimate that may change. For the pending order, the adult checks the current account status and applicable provider information; another person's two day wait does not promise this one.

Reading decisions 1 and 2

A. The adult can reach someone with a stated need matching Sam's 20 minute walk. The noticeboard could reach more people, but their needs are unknown in this situation. This does not make noticeboards bad or word of mouth always best. The adult still checks the proposed work and support. Hearing about an offer does not make a booking.

Reading 2 · Keep the useful details

B. Leave Sam's home address off. Keep the 20 minute length because it explains the work covered by the \$8 total. Keep payment after the walk and the adult contact placeholder. A private detail can stay off without deleting useful business facts.

Checking the promotion pages

First half · accept private practice and honest unknowns

Find a customer

Look for an offer, a customer role, a plausible need or a question to check it, an adult managed route with a reason, and an interested person's next step. One coherent plan is enough. A need question may be practised privately; no real asking is required. Do not grade family connections or audience size. Knowing somebody does not establish demand.

An untested need may stay labelled "might need". Relevant checks include work, timing, supplies, adult support, permission and the resources needed to share. For a possible promotion cost, check who would pay and whether money would be available when needed. A fictional role or a funding question is enough. Existing materials and private practice are valid choices. No family money details, lookup or contact are required.

Ready to share

The flyer or oral explanation should make the offer, price with its unit or estimate route, payment timing when known, useful facts and next step findable. The learner may point to an unchanged earlier version. Accept a useful correction or a reason to keep it; a new drawing is unnecessary. Unknown timing may remain a question.

Keep unknowns as questions. Class copies use Contact: [adult contact]. Check words and picture backgrounds for private details. Sam's model rehearses the existing agreement; no second booking, payment or profit calculation is created.

Two optional story recap reminders

Parts	Answer and reason
1 and 2	The adult knows an owner who wants the same 20 minute walk Sam offers, so this route reaches a matching need. Hearing the offer is not an agreement. The adult still checks the job before any new booking.
3 and 4	Keep a useful fact such as Sam's 20 minute walk, \$8 total or payment afterward, or the shirt's Youth L size and small worn left cuff. Remove a home address, school detail, personal paper or actual contact detail. The class copy says Contact: [adult contact].

Accept equivalent explanations. Do not remove known wear, hide what the price covers or replace the placeholder with an actual number. These questions are optional reminders, not extra completion tasks.

Accept equivalent wording or an explained drawing. If a learner suggests another route, ask which given fact shows it could reach someone with the need. A sensible idea can be worth considering without replacing the best supported answer to this particular choice.

Reading decisions 3 and 4 and activity answers

Readings 3 and 4 · accept equivalent written, drawn or spoken explanations

Reading 3 · A message from nobody

B. Show a trusted adult before replying. In this made up paper practice, an adult has not checked the new request. The sender is unknown, asks for an address and pushes for work tonight with double pay. These are reasons to stop and check; they do not prove who sent it. Replying with an address gives away a private detail before the adult's check.

The adult decides whether and how to respond. If no trusted adult is available, wait and show one when possible. Do not promise that a genuine customer will wait a fixed time. If the learner already answered a real message, telling a trusted adult is still the next step.

Reading 4 · Sold. Still waiting.

A. Wait for an available payout. The shown pending status means this payout is not available to use now. A buyer can have paid while the seller is still waiting for the payout. Later, the book's payout clears. Its shirt record gives \$42 sold, a \$5 fee, a \$3 shipping label and \$34 net payout. The \$42 sale amount is not the amount available from that payout.

My reply route

Look for stop, show a trusted adult, adult checks, and adult decides and handles any reply. The learner names one relevant check and says to wait if an adult is unavailable. Work, price, timing, supplies, sender and adult support are useful checks. Knowing the sender alone does not approve the work. A stated place to find the route, a drawing or an oral memory aid counts; copying the table is unnecessary.

My money status check

$\$42 - \$5 - \$3 = \$34$ after the listed deductions. In the earlier pending record, \$0 from this sale is available. Before adding it, the adult checks the actual current amount and status. In the later practice record, change this same order’s status to received and available and count \$34 once. Do not add \$34 to another \$34, or add the \$42 sale price to the payout. A changed status is not a new sale. An estimated date or somebody else’s wait is not confirmation.

The \$34 is net payout after the fee and shipping label have already been deducted. To find profit, check any other relevant costs; do not deduct those two charges again. Other item, material or packing costs may reduce what is left. Keep missing costs as questions and room for uncertain costs before spending. The core page’s buyer paid status is fictional practice, not a dated book event. Sam’s support adds no booking or payment and does not call the expected \$8 profit. Check whether a cost has already been paid or still needs paying before deciding what cash must be kept.

Optional story recap answers

Parts	Answer and reason
5 and 6	Stop and show a trusted adult before anyone replies. The adult checks the sender and the proposed terms, then decides whether to respond through a trusted route. The adult may leave it unanswered. If no adult is available, a real reply waits; private paper practice can still count.
7 and 8	The earlier record said payout pending; the later payout had cleared. $\$42 - \$5 - \$3 = \$34$ net payout after two charges. Other costs are not all given, so \$34 is not proved profit. Count the available payout once, rather than \$42 or the pending amount again.

Accept equivalent explanations and useful corrections. Story recap reminders and Sam’s support are optional. Use If a check was tricky for a direct route back to one relevant example.

If a check was tricky

Optional help after trying a check

After trying a check, use one row if it helps. Find the evidence, then correct only the part you want to change. You do not need to repeat the whole lesson.

Sticking point	Open this example	Look for
The biggest audience seemed best.	Sam’s worked promotion plan · Why this route fits	Which given fact shows that someone wants the offered walk?
A useful job detail came off the flyer with the private details.	Sam’s worked promotion plan · The short practice flyer	The work, length, total price, payment timing and adult contact placeholder stay together.

Sticking point	Open this example	Look for
The price is still undecided.	Ready to share · the estimate wording	How can someone ask for an estimate without the learner inventing a final price?
A familiar sender seemed to make the new request agreed.	Sam’s route and money connection · A request is something to check	The existing agreement stays in place while an adult checks a proposed change.
Buyer paid seemed to mean payout available.	My money status check · the practice record	Read Buyer payment and Seller payout as two separate rows. Which row tells what is available now?
The net payout looked like profit.	Reading 4 clean text · the later shirt record	Which charges are already taken out? Which other costs still need checking?

A corrected answer counts as learning. The section titles identify the examples to revisit. This is help, not another fresh check.

LESSON 5 · COMPLETION

Lesson completion record

Be the Boss · an adult records completion now or later

Record completion or a stopping point. A made up plan counts. Write, draw or explain aloud, using the readings if useful. Private practice can happen before an adult is available.

Required part	Progress
All four readings	☐ all four readings used ☐ some ☐ not yet
Four core pages: Find a customer; Ready to share; My reply route; My money status check	☐ all completed or explained ☐ some ☐ not yet
The complete story recap, parts 1 to 8	☐ all parts read or discussed ☐ some ☐ not yet
Four fresh checks and their answers	☐ all tried and reviewed ☐ some ☐ not yet

Optional support or rehearsal: ☐ used ☐ skipped, which is fine. The story recap reminder questions are also optional.

LESSON COMPLETION RECORD · CONTINUED

Reflection and adult completion

One useful detail or question I am taking into Lesson 6:

If I paused, my next starting point is:

☐ My current flyer and four core pages are together. Class copies use placeholders instead of real contacts.

Adult record: ☐ Lesson 5 complete ☐ In progress. Complete means all four rows are done. Reviewed and corrected answers count. Mark unknown information for checking.

An adult can record this later without repeating finished practice. Keep the record with the learner’s paper work. Students do not create accounts or submit forms.

Six completed lessons earn the Founder certificate; no business launch is required. Next: Lesson 6, Pitch Day. Bring the work you already have.

Earlier work	What to bring
Lessons 2 and 3	My customer card and your current private flyer.
Lesson 4 · My price page	Work and costs; Compare and choose; Money in and costs out, including Cash check; Clear offer.
Lesson 5	Your four core pages and useful questions.

Use the earlier answers or made up models that still fit. You do not need to copy the pages or invent a missing price or cost.

LESSON 6 OF 6

Pitch Day

A business pitch is a short explanation of an offer and who it could help. Use your current customer, offer, price and cost work to prepare a supportive explanation. About two minutes is a speaking guide, and a private written or drawn explanation counts.

What learners will practice

- Explain the same offer through five connected parts.
- Keep prices, payment timing, costs and available cash distinct.
- Make a private pitch using notes, writing, drawing or speech.
- Use one useful question to keep, improve or check the plan.

Materials

Your customer card, current flyer, price and cost pages, promotion plan and useful questions.

Paper and pencil. Notes, a calculator and an optional timer are welcome.

LESSON 6 • LEARNING ROUTE

Your learning route

Use the pages you already have. Point to an answer that still fits, mark a change or explain it aloud. You do not need to copy every earlier page. Sam or another made up idea counts equally.

Earlier work	What may help now
Lesson 2	My customer card: possible customer, need, honest reason or skill to practise.
Lessons 3 and 4	Current flyer; My price page: Work and costs, Compare and choose, Money in and costs out including Cash check, and Clear offer.
Lesson 5	Find a customer, Ready to share, My reply route and My money status check. Keep useful questions.

When	What to do
After Reading 1	Use My pitch builder • Customer and offer.
After Reading 2	Use My pitch builder • Price and costs. Read story recap parts 1 to 4, try fresh checks 1 and 2 and review their answers. The first half progress page is an optional stopping point.
After Reading 3	Use My pitch builder • Put it together, then My private pitch rehearsal. The rehearsal may become your finished explanation after review.
After Reading 4	Use My pitch builder • Feedback and next step. Read story recap parts 5 to 8, try fresh checks 3 and 4 and review their answers. Use the whole lesson finish record.

Write, draw or explain aloud. No real contact, account, post, purchase, sale or audience is required. Use customer roles and made up amounts. Keep family finances and personal details off the pages. Unknowns can stay as questions.

Private practice can happen before an adult is available. An adult can record it later. Six completed lessons earn the Founder certificate; no launch is required. Sam examples, words and repair help, story recap questions, halfway progress and missions are optional.

Planning allowance: about 55 to 75 minutes for the whole lesson, or two sessions with a break. This is untested, not a deadline. Optional support and extra discussion may add time.

LESSON 6 • TEACHING NOTES

Support the lesson

The purpose

The learner joins earlier work into a supportive pitch: customer and need, offer and honest readiness, price and payment, costs and available cash, and a realistic next step. Use their current pages, the labelled Sam model or another made up idea. The aim is an understandable explanation with honest questions.

Make the practice manageable

Offer a private spoken, written or drawn route. Reading and notes are welcome. If the learner wants a listener, listen without interrupting, identify one clear detail and ask one useful question. Try “What does the price cover?” or “Which part still needs checking?” Give time to answer. Do not rank pitches or grade confidence, eye contact, speed, artistic polish, family resources or actual earnings.

The learner may keep a sound choice and explain why. Do not require a new business idea, a lower price, a sale, a live audience or a promise to launch. About two minutes is a speaking guide; the written or drawn equivalent has no time limit. An honest unknown can remain in the finished practice.

Adult support • money and completion

Pitch Day • continued

Check the money and the next step

Keep the same offer throughout. Check the scope of the price and payment timing. Identify who provides and pays, which cash costs remain due before payment, and what money is available for those same costs. Exclude money reserved for something else. Costs already paid or agreed to be paid by someone else are not new bills for the learner. Keep already paid costs on the learner’s cost record for the profit check. Record who pays for the other items separately. Expected or pending money is separate from money available now.

A cash gap is part of funding the cost, not another expense. It calls for a checked plan, not automatic family funding, a loan or a deposit. Reconsider the offer, use suitable existing materials or wait for information when appropriate. Use fictional amounts and customer roles; private family finances stay off the pages.

Before any later real activity, you manage contacts, accounts, posts, money arrangements and forms. You check the person, task, place, date, timing, equipment, costs, terms and support, and approve and accompany real work. A practice pitch creates no new booking. If a chosen change affects the offer or money, help carry it into the matching price, cash and pitch notes.

Record completion when available

Review the finish record with the learner's work or explanation. Private practice can be completed before you are available; record it later without requiring a repeat performance. all four readings, the builder and equivalent pitch with a useful check, the complete story recap, four fresh checks with answers, and a reviewed next step form the route. Story recap questions, sample support and missions are optional. The Founder certificate follows six completed lessons, with no business launch required. Its six lesson boxes document existing records. Leave any unreviewed record open and follow up later without repeating finished work.

LESSON 6 • READING 1 OF 4

One offer you can explain

Read quietly, take turns or read aloud together. Let the learner decide at the pause before discussing the explanation.

Max: I asked camp about financial aid. Dad was nearby.

Maya: Later, the camp received your application. No decision yet.

Max: I was ready for confetti. I got a receipt.

Maya: Your first camp message asked for information. A business pitch explains an offer and who it could help.

Max: Use your earlier pages. Point to answers you already have.

Maya: Made up practice. Sam's family friend needs help with Tuesday's dog walk.

Max: Sam offers one twenty minute walk. Which opening fits that need?

Maya: A: I want spending money. B: I can help with Tuesday's dog walk.

Pause and choose

Choose your answer before reading the next line.

Max: B. It connects the offer to the customer's need.

Maya: Your own goal matters too. It doesn't explain the help you're offering.

Max: Add one true reason you're ready, or a skill to practise.

Maya: Use My pitch builder: Customer and offer. Keep unknowns as questions.

Max: A pitch doesn't make a booking. Real contact still needs an adult.

Maya: Private practice counts. Write, draw or explain aloud.

Max: Next: show where the money goes.

LESSON 6 • READING 2 OF 4

Show where the money goes

Max: Rosa paid me fifteen dollars after our thirty minute walk.

Maya: You checked the time before saying yes.

Max: My calendar and I were finally talking.

Maya: Your pitch needs a price, what it covers, and when payment happens.

Max: Check costs before payment too. Expected money cannot pay today's bill.

Maya: Made up practice. Ari proposes twelve dollars for one set of three greeting cards.

Max: Supplies must be paid before work: four dollars. Ari has two dollars available for this project.

Maya: No order yet. Ari plans payment after delivery. Which explanation fits?

Max: A: The future payment covers today's supplies. B: There's a two dollar gap first.

Pause and choose

Choose your answer before reading the next line.

Maya: B. Four needed minus two available leaves two missing.

Max: An adult can help change the plan before buying or promising.

Maya: Twelve minus four would leave eight before other costs, if paid in full.

Max: Use My pitch builder: Price and costs. Explain your price, or what needs checking.

Maya: Made up amounts count. Family money stays private.

Max: Next: put your two minute pitch together.

LESSON 6 • READING 3 OF 4

Put your two minute pitch together

Max: Our film plan ended up in three picture boxes.

Maya: Small plan. Much less paper wrestling.

Max: A pitch also needs a clear order. Use five parts.

Maya: Customer and need. Offer and honest readiness.

Max: Price and payment. Costs and cash. One next step. An adult handles real arrangements.

Maya: Use your existing pages. Notes, drawings and private explanations count.

Max: A practice pitch runs long. It repeats a pet story. Its offer and money details are useful.

Maya: A: Cut the repeated story. B: Remove costs and payment.

Pause and choose

Choose your answer before reading the next line.

Max: A. Keep the details a listener needs. Keep questions you still need to check.

Maya: About two minutes is a guide. You can pause or read.

Max: Use My pitch builder: Put it together. Then My private pitch rehearsal.

Maya: Say each part, or point to an equivalent written or drawn explanation.

Max: Keep what works. Change confusing words or mark a question.

Maya: You don't need a sale, an audience or a perfect speech.

Max: Next: hear one useful thing.

LESSON 6 · READING 4 OF 4

Hear one useful thing

Maya: Jason checked whether our film's bone scene made sense.

Max: He understood it. No interpretive dance required.

Maya: For your pitch, ask what was clear and one useful question.

Max: A listener can help. You can also check your own notes.

Maya: Made up practice. Sam's eight dollars covers one twenty minute walk.

Max: A listener asks: Does eight dollars cover one walk or several?

Max: A: Promise extra walks. B: Clarify that it covers one.

Pause and choose

Choose your answer before reading the next line.

Maya: B. Explain what the price covers. It still covers one walk.

Max: Keep a sound choice. Change a confusing detail, or mark what needs checking.

Maya: Use Feedback and next step. Write, draw or explain your response.

Max: No listener today? Use the same questions on your own.

Maya: Then finish the story recap, checks and lesson record. An adult can record completion later.

Maya: Six completed lessons earn the Founder certificate. No launch required.

Max: Pip's next step is probably under your bed.

Maya: Choose your next step. You can keep practising, pause or plan with an adult.

LESSON 6 • PRINTABLE PRACTICE

My pitch builder: Customer and offer

Read the four conversations in order. Use the matching activity section when a reading asks you to pause.

Write, draw or explain your answers aloud. Use earlier answers that still fit and keep useful unknowns as questions.

After Reading 1 • one offer is enough

Use your customer card and current offer or flyer. Point to an earlier answer that still fits, mark a change or use this space. Write, draw or explain. Keep this a private practice plan.

Who might pay, and what do they need? Use a customer role. Mark a guessed need “might need”.

My opening: I could help _____ by _____. State the work or item and its amount or length. You may use your own wording.

One honest reason I could do this, or a skill I still need to practise:

One question still to check about the need or work, or why the supplied practice details are enough:

Your own saving goal can matter to you. Give the listener the customer need and offer first. Do not promise skills you have not learned, results you cannot control or work beyond the stated amount.

☐ I can point to the customer, need and offer. A clear pitch is an explanation; it does not create a booking.

LESSON 6 • PRINTABLE PRACTICE

My pitch builder: Price and costs

After Reading 2 · use the same offer throughout

Reuse My price page and Cash check. Refer to answers that still fit. Mark figures known, estimate or still to check. Label made up figures “practice”. Family money stays private.

My price and what it covers, or a missing detail: \$_____ total or per _____ for _____. Payment would be _____.

My price reason from the work, time, costs or comparison, or the information I still need:

Needs and costs: who provides each item, who pays and how much? Point to Work and costs or record changes.

For this cash check, list only your unpaid costs due before customer money arrives. Keep other costs on the full cost list, with who pays clearly marked.

Cash check for this offer	My practice amount or question
Cash I still need to pay before customer money arrives	\$_____ for _____ / still to check
Money available for those same costs	\$_____ / still to check. Leave out money set aside for something else.
Expected or pending money later	\$_____ Status or time: _____ / still to check

My gap is \$____, or “no gap” if covered. If an amount is unknown, write the question. One change or check before spending:

Missing an amount? Keep that question on your plan. For separate arithmetic practice, use Ari: \$4 due for supplies and \$2 available for them. Expected payment cannot pay an earlier bill. Other costs still matter for profit.

LESSON 6 • PRINTABLE PRACTICE

Sam's worked pitch builder

Optional support • current practice facts • all details are made up

These are Sam's existing practice notes. They add no new booking or payment. The full sample pitch later in this pack uses these same facts.

Builder part	Sam's practice notes
Customer and need	A family friend needs Tuesday dog walking help so they can finish their work. The friend pays; the dog gets the walk.
Offer and scope	One 20 minute walk for the family friend's dog. The existing Tuesday plan stays 4 p.m. to 4:20 p.m., with adult support.
Honest readiness	I need to practise following the walking routine with an adult. No experience is claimed.
Price and payment	\$8 total for the one walk, paid after it. This is the existing made up agreement, not a recommended local rate.
Reason for price	Lesson 4 considered work, supplies and time. Its made up Offer A also covers a 20 minute walk with customer supplied lead and bags for \$8. That supports practice reasoning, not a claim about local prices.
Time to allow	20 minute walk plus 5 minutes total for preparation and handovers = 25 minutes to consider. The promised walk stays 20 minutes.
Who provides and pays	The family friend provides and pays for the lead and bags. Under the existing practice assumptions, Sam pays no other cash costs for this walk.
Before payment	In that stated model, Sam needs \$0 for supplies before the walk. The \$8 is expected afterward; it is not available before the walk. No new receipt is recorded.
Question before real work	An adult would still check the exact date, place, dog, route, equipment, support and agreed terms. The price and listed costs do not prove profit for every real walk.

Keep the private schedule in the plan. The class copy uses the adult contact placeholder. An adult chooses contact details and useful information for any separate sharing copy. No contact or work is needed for this practice.

LESSON 6 • PRINTABLE PRACTICE

My pitch builder: Put it together

After Reading 3 • use the facts you already have

Keep Customer and offer and Price and costs beside you. Use the five parts below in order. Point to earlier answers, add key words or mark a change. Keep labels in the pitch: “My proposed price is”, “I estimate” or “I still need to check”. A copied number is not automatically confirmed.

1 • Customer and need. Who might pay, and what could help them? Mark a guessed need “might need”.

2 • Offer and honest readiness. What work or item, in what amount or length? What true skill supports it, or what will you practise?

3 • Price and payment. What is the total or unit price, why, and when would payment happen? Keep any missing detail as a question.

4 • Costs and cash. Who provides and pays? What is still due before payment, what is available for it, and is there a gap or question?

5 • Next step. What will you keep, change or check? What would an adult handle before any real contact or work?

Aim for about two minutes if speaking. Use your own words and pauses. A clear shorter explanation needs no padding. Reading, notes, visuals and a private written or drawn explanation count equally.

☐ My five parts describe the same offer. I kept useful details and honest unknowns.

LESSON 6 • PRINTABLE PRACTICE

Sam's full sample pitch

Optional support • a made up plan, ready to read

The five labels show each part. They are guides, not spoken words. Read the sample or find a part you need. It reuses Sam's existing made up agreement and adds no new booking, payment or experience.

1 • Customer and need

My offer is one dog walk for a family friend who needs Tuesday help so they can finish their work. The friend pays, and the dog gets the walk. I would explain the offer to the friend, with an adult managing any real arrangements.

2 • Offer and honest readiness

The practice agreement is one twenty minute walk on Tuesday, from four to four twenty. I still need to practise the walking routine with an adult. Preparation and handovers need five more minutes altogether, so I would allow twenty five minutes. The walk itself stays twenty minutes.

3 • Price and payment

The price is eight dollars total, paid after the walk. My price work considers the job, time and supplies. Its made up Offer A also has a twenty minute walk for eight dollars, with the customer supplying the lead and bags. That helps me explain this practice price. It does not prove what people nearby would pay.

4 • Costs and cash

The family friend provides and pays for the lead and bags. This example assumes I pay no other cash costs for this walk, so there is no supply bill for me to cover first. The eight dollars comes afterward in the plan. I cannot call it money I have already received.

5 • Next step

My next step is to practise the routine and check the plan with an adult. Before any real walk, the adult would check the date, place, dog, route, equipment, support and agreed terms. A change could affect the time or costs. I would update the offer before using it. For today, explaining this made up plan privately is enough.

Compare Sam's stated \$0 early need with Ari's known gap and an unknown cost on Words you can check. These are different results; use the evidence for your own offer.

LESSON 6 · PRINTABLE PRACTICE

My private pitch rehearsal

After Reading 3 · try the explanation once

Choose a route that works today. You can explain aloud by yourself, read from your pages to a supportive listener, or arrange a written or drawn explanation. Notes and pointing count. A recording is optional. No audience is required.

Step	What to try
1 · Put the five parts together	Use Put it together. Keep your current offer and money pages beside you. A question can be one of your notes.
2 · Try it once	Say it, read it or arrange the written or drawn version. A listener, if you choose one, waits until you finish. You can pause or start a sentence again.
3 · Check what came through	Could you or the listener find the customer, offer, price and payment, costs and cash, and next step? Read the words again or point to the visuals. Keep proposed, estimated and still to check details labelled.
4 · Keep or adjust one part	If something is missing, add it. If a long unrelated story hides the offer, shorten that story. Keep information the listener needs. You may keep a clear part and explain why.

A timer is optional. About two minutes is a guide for speaking. A complete shorter pitch needs no extra story; a longer pitch may need less repetition. Take pauses and use the support you need. Speed, memorizing and eye contact are not the task.

The route I used, and where my five part explanation can be found:

One part I can explain clearly, or one question to take to Feedback and next step:

This practice can also be your final pitch after you review it. You do not need to perform it again for a group. Go to Reading 4, then use Feedback and next step.

LESSON 6 • PRINTABLE PRACTICE

My pitch builder: Feedback and next step

After Reading 4 • one useful check is enough

Use a supportive listener or check your own pitch. Choose one question, such as “What does the price cover?” Point to the words or picture that answer it. If an answer is missing, mark the question. If it is clear, keep it and say why. Take time to answer.

One part of my offer that is already clear, and the detail that makes it clear:

One useful question from my listener or from my own check:

I will keep, change or check this part because:

The phrase, drawing or earlier page I will keep or update. A specific question can remain:

My next private practice step. Before any real action, what would an adult need to handle or check?

Use feedback that fits the facts. Changed the work, price, supplies, who pays or payment timing? Mark the old detail “changed”, revisit Price and costs and update the matching pitch or offer note. Keep unanswered questions visible. Clearer wording alone needs no new calculation.

☐ My next step fits what I know. A real customer, purchase, sale or launch is not needed to finish.

LESSON 6 • STORY RECAP

Read and connect • parts 1 to 4

Read or discuss the complete recap. Labels distinguish book events from made up practice. Extra recap questions are optional.

Story recap part 1 • Book recap • Still pending

Max: I asked camp about aid. Then I applied.

Maya: Application received. Decision still pending.

Max: I'll save the confetti.

Book recap: Max's camp request and application are separate from our class business pitch.

Story recap part 2 • Class practice • Start with the help

Maya: Sam's family friend needs Tuesday's dog walk.

Max: Sam's opening: "I can help with one twenty minute walk."

Maya: That explains the offer.

Made up practice. One need, one clear offer. No new booking.

Story recap part 3 • Book recap • Work, then payment

Max: Thirty minutes. Then the agreed fifteen dollars.

Maya: You checked before saying yes.

Max: My calendar and I were talking.

Book recap: Max checks Saturday at four, completes Rosa's walk and is paid afterward.

Story recap part 4 • Class practice • What is missing first?

Maya: Four dollars of supplies first. Two available for this project.

Max: A two dollar gap. No order yet.

Ari's made up plan: \$12 total for 3 cards. Payment would follow delivery. Other costs need checking.

LESSON 6 • STORY RECAP

Read and connect • parts 5 to 8**Story recap part 5 • Class practice • Five parts, one offer**

Max: I already have the pieces.

Maya: Put them in this order and keep the same offer.

Max: My paper pile finally has a job.

Customer and need • Offer and honest readiness • Price and payment • Costs and cash • Next step

Story recap part 6 • Class practice • Use your notes

Max: I'm reading mine. My memory can take the afternoon off.

Maya: Aim for about two minutes. Keep all five parts.

A private written or drawn explanation also counts. Pauses and notes are welcome.

Story recap part 7 • Class practice • Ask about the offer**Max: Useful question: "What does Sam's eight dollars cover?"**

Maya: One twenty minute walk. Sam can keep that clear wording.

Ask about one detail. Check your own words or use a listener. Keep a clear answer and explain why.

Story recap part 8 • Class practice • Choose a next step

Maya: What does Sam still need to practise?

Max: Following the walking routine with an adult.

Maya: That's a useful next step.

Max: Pip is practising his nap.

Made up practice. A next step can stay a plan; an adult would handle real contact and arrangements.

LESSON 6 · OPTIONAL

Words you can check

Optional reference · use the part that helps

Word or phrase	Meaning here
Pitch	A short explanation of an offer and who it could help.
Estimate	Your best current amount based on what you know. Label it and check it.
Available for this cost	Money that can actually be used for this same cost now. Leave out money set aside for another use.
Cash gap	Money missing when costs due first are greater than money available for them.

Three different cash checks

Practice case	What the evidence supports
Sam · stated early need is \$0	The friend supplies and pays for lead and bags, with no other cash costs in this model. Write “no gap” for that stated need. No personal balance is required.
Ari · known early cost and available money	\$4 due before work – \$2 available for this project = a \$2 gap. The proposed \$12 comes later if paid; no order or payment has happened.
A cost is unknown	Write the missing question. Do not copy Sam’s \$0 or Ari’s \$2. You can keep this question in a complete practice pitch.

Use the figures for the same offer and the same costs. A cash gap is part of paying those costs, not another expense. This check does not establish profit. Already paid costs and other people’s items stay on their relevant records.

LESSON 6 · OPTIONAL

Optional story recap questions

Four optional reminders after reading the story recap. Write, draw or explain aloud. These questions add no completion task.

1 · Parts 1 and 2. What details make Sam’s offered help clear? Does saying the offer create a booking?

2 · Parts 3 and 4. Why can’t Ari use the planned later payment for the materials due first? What is the gap?

3 · Parts 5 and 6. How could someone explain all five parts without memorizing a speech or using a live audience?

4 · Parts 7 and 8. Does useful feedback always mean changing the price? What could Sam keep, and what should Sam check or practise next?

LESSON 6 • PRINTABLE CHECK

Fresh check 1 of 4

Try this situation before reading the answer guide. Write, draw or explain aloud.

1 • Which opening helps the listener?

A family friend says mixed up board game boxes make it hard to find a game. Rowan’s practice offer is help sorting one shelf during one 20 minute session, with adult support. Rowan also wants to save for a skateboard.

Which opening explains the need and offer? ☐ A: “I could help you find games more easily by sorting one shelf during a twenty minute session.” ☐ B: “I’m saving for a skateboard, so I’d love to earn money doing useful jobs.”

Choose and explain. Does a useful opening mean the session is booked?

LESSON 6 • PRINTABLE CHECK

Fresh check 2 of 4

Try this situation before reading the answer guide. Write, draw or explain aloud.

2 • What can pay for materials now?

Nia’s practice offer is \$15 total for one painted plant pot, paid after delivery if agreed. Materials would cost \$6 and must be paid before work. This made up plan has \$3 already available for those materials. Nobody has ordered or paid. Other costs are still to check.

Which plan fits? ☐ A: Buy the materials now because the later \$15 would cover \$6. ☐ B: Mark the cash gap and check the plan with an adult before spending.

My choice: ____ . \$____ needed – \$____ available = \$____ cash gap.

One question or change to check. Why is the amount after materials not established profit?

Write, draw or explain aloud. No adult needs to be available for this private check. Review the answers and make any useful correction.

LESSON 6 • PRINTABLE CHECK

Fresh check 3 of 4

Try this situation before reading the answer guide. Write, draw or explain aloud.

3 • Does this pitch need more words?

Mel’s practice pitch takes about a minute and a half. It names a family friend who might want help finding craft supplies, one 15 minute sorting session and a skill to practise: grouping supplies clearly. It gives the proposed \$6 total and payment after the session, asks who provides and pays for dividers, and ends with a question to review with an adult later. Cash needed before payment is still to check.

What fits? ☐ A: Keep the clear pitch and the divider question. ☐ B: Add a game story to reach exactly two minutes.

Why can Mel keep this length? Write one honest sentence about the dividers that can stay in the pitch.

LESSON 6 • PRINTABLE CHECK

Fresh check 4 of 4

Try this situation before reading the answer guide. Write, draw or explain aloud.

4 • Which feedback fits the facts?

Quinn’s practice plan says \$5 total for one set of two bookmarks, paid after delivery. A listener asks, “Does five dollars cover one or both?” Someone else suggests, “Promise any design in one day.” Quinn has not tested how long different designs take.

What fits? ☐ A: Add both suggestions because feedback should always be followed. ☐ B: Clarify what the \$5 covers and leave out the untested promise.

Choose, then rewrite Quinn’s price and payment line so the listener can understand it.

Name one useful private step for checking design time. Why may Quinn decline the suggested promise?

Write, draw or explain. Keep unknowns honest and review both answers. No contact, purchase or customer is needed.

LESSON 6 • FAMILY PAGE

Talk together and optional missions

The learner joins earlier work into a supportive pitch: customer and need, offer and honest readiness, price and payment, costs and available cash, and a realistic next step. Use their current pages, the labelled Sam model or another made up idea. The aim is an understandable explanation with honest questions.

- Who could this offer help, and what exactly is included?
- Which costs would need paying before customer money arrives?
- What is already clear, and what is one useful question to check next?

Optional missions

Choose either route, both, or skip this mission. Use an offer already on the class pages and fictional details. This is extra practice at home or in class. It does not require a real customer, contact, purchase, outing or public presentation.

Route A • Listen and ask

The learner reads, explains or shows their pitch to the supporting adult. The adult names one clear detail, then asks one useful question about the offer, price, costs or next step. The learner decides whether to keep, change or check something and gives a reason. The adult is practising listening, not acting as a buyer or agreeing to pay.

The clear detail and useful question:

What I kept, changed or will check, and why:

Route B • Try the other role

Use Sam's full sample pitch already in this pack. The adult reads it, or the learner reads it privately. Be the listener: find the price and what it covers, then identify one thing an adult would check before a real walk. Say why that check matters. You can point to the sample instead of copying it.

The price and scope I found, and one useful adult check with my reason:

If no adult is available now, Route B works as a private check. An adult can look later. Both routes permit writing, drawing, pointing or speaking. Keep contact details and private money information off the page.

Optional adult note: name a useful explanation or question you heard, without ranking the pitch.

LESSON 6 • ANSWER GUIDE

Review the thinking

Fresh check answers

Check 1

A. It connects the family friend's stated problem with one shelf and one 20 minute sorting session. Rowan's saving goal is fine; it does not replace the customer need or explain the work. No session is booked. An adult would check real arrangements, and the customer could decline. The offer promises a bounded help session, not unlimited sorting.

Check 2

B. \$6 needed before work – \$3 available for that cost = a \$3 gap. The \$15 is a proposed later payment, not money available now. Ask whether suitable materials already available could reduce the cost, whether the offer needs changing, or what amount and timing an adult would need to check. Waiting while the plan is checked is also valid. Do not invent a lender, request a customer deposit or collect real family finances.

If the proposed \$15 is paid in full, $\$15 - \$6$ would leave \$9 after the listed materials, before other costs. This is not established profit: other costs are unchecked, and no sale or payment has happened. The \$3 gap is part of funding the \$6 materials, not another cost. Keep estimates labelled. Accept an equivalent explanation and a relevant question.

Check 3

A. The five parts are present, including honest questions about costs and a useful next step. About two minutes is a guide for speech. A complete shorter pitch needs no unrelated story just to fill time. Keep the divider question and the cash question visible. Do not rush or add unsupported certainty.

One valid sentence is "I still need to check whether dividers are needed, who would provide them and who would pay." Another is "The divider cost and who pays are still to check." Do not invent free dividers, an available balance or a cost amount. An honest question is enough for the private pitch. The customer need also stays "might want" because it has not been checked.

Check 4

B. The first comment identifies a real gap in the explanation. The notes already say \$5 total for the set of two, with payment after delivery, so Quinn can clarify this without changing the price. The second suggestion adds an untested promise and does not need to be accepted.

One valid spoken line is "The proposed price is five dollars total for one set of two bookmarks. Payment would be after delivery." Written or drawn versions can use \$5 and 2. Accept equivalent wording that keeps both scope and payment timing.

A useful next step is to practise a design with suitable materials already available and note the time, or identify the design and materials that need checking with an adult. Waiting until that information can be checked is valid. Do not require buying materials or completing an actual customer order. Quinn can decline the promise because the time for every design has not been tested.

Reading decisions 1 and 2

B. Sam's one 20 minute offer fits the family friend's Tuesday need. Begin with the customer need and specific offer. A personal saving goal may matter to the speaker, but it does not tell the listener what the work would do for them. The opening does not create a booking. Keep the offer's scope and any unknowns clear.

Reading 2 • Show where the money goes

B. Ari's proposed \$12 total covers one set of three greeting cards. Supplies require \$4 before work, but only \$2 is available for them in this plan. $\$4 - \$2 =$ a \$2 cash gap. Payment is planned after delivery and nobody has ordered or paid. Check the gap before spending. The \$2 gap is part of the \$4 needed, not another cost to subtract. If the proposed \$12 is paid in full, $\$12 - \$4$ would leave \$8 after the listed supplies, before other costs. This is not established profit or money available now.

Checking the first two builder pages

First half • accept honest unknowns and earlier page references

Customer and offer

Look for a possible paying customer described by role, a need supported by the stated example or labelled as a guess, and a specific work or item with its amount or duration. Accept a helpful opening in the learner's own words. An honest skill to practise is as useful as a true reason they feel ready. Do not require invented experience, a personal contact or a claim that someone will buy.

The learner may point to their customer card or current flyer, mark a change or explain aloud. If information is missing, a meaningful question such as "What help, if any, would you want with this shelf?" is valid. They can practise the question privately. No actual customer interview is required.

Price and costs

Look for a price and what it covers, whether it is total or per item or time, payment timing, and a reason tied to earlier work, time, costs or a relevant comparison. Unknowns may remain specific questions. A made up comparison supports practice reasoning; it does not prove a real market rate.

Use the same job or group for the cost and cash check. Identify who provides and pays. Include only the learner's unpaid cash costs due before customer money arrives. Keep the learner's already paid costs on their full cost record for profit. Separately record which items another person pays for. Neither becomes a new bill in this early cash check. Unconfirmed support stays a question. Keep expected money separate and exclude money set aside for another use. No family balance is needed.

If the cash needed first exceeds money available for it, subtract to find the gap. If the stated need is covered, "no gap" is valid; it does not settle every real cost or permission. Keep unknowns on the learner's own plan and use Ari's separate $\$4 - \$2 = \$2$ practice check. Do not copy Ari's

invented figures as personal facts. Under Sam's stated \$0 cash need, write "no gap" without inventing a balance.

What Sam's model does and does not say

The existing walk is 20 minutes; preparation and handovers add 5 minutes, making 25 minutes to consider. \$8 is the unchanged total paid after the walk. The friend supplies and pays for lead and bags; the existing model assumes no other cash costs. No supplies purchase is due from Sam in that model. There is no new receipt, booking, market rate or complete real business profit claim.

A useful correction or question counts. Do not grade handwriting, confidence, artistic polish, family resources or whether the learner wants to launch. All four optional story recap answers are together in Answer guide · story recap and mission.

Reading decisions 3 and 4

A. Cut the repeated pet story. Keep the useful offer and money details, including costs and payment. A listener still needs to understand the customer and need, work or item, honest readiness, price and its reason, payment timing, costs and available cash, and next step. A shorter unrelated story can help those facts come through. Do not remove a meaningful unknown or rush through the money section just to meet a time.

About two minutes is a speaking guide. Notes, reading and pauses are allowed. A complete shorter explanation needs no padding. A private written or drawn explanation counts equally and has no stopwatch requirement. Reusing the earlier pages avoids an unnecessary new plan or copied script.

Reading 4 · Hear one useful thing

B. Clarify that \$8 total covers one 20 minute walk, with payment after the walk. The listener has asked what the existing price includes. Adding extra walks would change the work and is not supported by Sam's current practice agreement. The question does not create a new booking or prove someone will buy.

A useful response can keep an accurate choice, clear up confusing wording or identify a missing fact to check. Feedback need not lead to a change if the current choice is sound and the learner explains why. An unsupported promise, more work or lower price is not required. A self check and a supportive listener are equal routes.

Complete the story recap, checks with answers, builder and pitch route, and finish record using private practice if needed. An adult may record completion later. The Founder certificate follows all six completed lessons, not a real sale, audience or business launch.

Checking the pitch and next step

Look for the five parts of the same offer: a possible customer and need; work or item with amount or duration and honest readiness; a price, reason and payment timing or a specific question; costs and cash timing with who provides and pays; and a realistic next step with adult handling before real action. Earlier page references can supply details. No full script needs recopying.

An unknown stays a meaningful question rather than a made up answer. “I still need to check who pays for the bags” is useful. “I will work that out” needs a more specific question. Available money is for the same stated costs; a later expected payment does not pay an earlier bill. Keep proposed and estimated amounts labelled in the spoken, written or drawn pitch, not only on a background worksheet.

Sam’s complete sample

The five paragraphs follow the five part order. Sam’s existing practice agreement remains a 20 minute Tuesday walk from 4 p.m. to 4:20 p.m., \$8 total afterward, with adult support. The separate 5 minutes for preparation and handovers make 25 minutes to consider. Readiness still needs practice. The family friend provides and pays for lead and bags, with no other cash costs in this stated model. Write “no gap” for that stated early cash need. No new payment, job or experience occurs.

Offer A is an existing fictional comparison, not a local price claim. The sample explains the plan; it does not calculate actual business profit. Accept “no gap” for the stated \$0 early cash need without requiring a balance. Other real costs and arrangements would still need checking. Words you can check compares Sam’s no gap, Ari’s \$2 gap and an unknown cost. An unknown stays a question, not zero.

Rehearsal and supportive feedback

Accept one private spoken, written or drawn explanation and a self check or supportive listener check. A written or drawn route has no stopwatch requirement. For speech, about two minutes is a guide, not a speed test. Keep required facts; cut unrelated background or repetition when useful. No live audience, recording or repeated performance is required.

Feedback should identify a clear detail or a useful question. A learner can keep a sound choice with a reason, make a change supported by the facts, or retain a specific question. Praise alone need not produce a revision. Do not require accepting unsupported advice, reducing a price or promising extra work. For a private check, point to the words or picture that answer the chosen question, or mark the missing detail.

The next step can be private practice, an update to an earlier page, or a question to review with an adult later. Before real contact, agreements or work, the adult manages or checks the relevant arrangements. No real action is a completion gate. If the work, price, payer or payment timing changes, recheck the linked price and cash notes. Clearer wording with unchanged facts needs no new calculation. Mark and refer to the current answer without copying whole pages.

Optional story recap and mission answers

Optional questions and both mission routes

Reminder 1

1 · Sam names the family friend’s Tuesday need and one 20 minute walk. The useful opening explains the offered help. It does not create a booking. The separate camp application receipt is not a customer or an award.

Reminder 2

2 · Ari would need \$4 for materials before work, but only \$2 is available for this project. $\$4 - \$2 = \$2$ missing. The proposed payment comes after delivery and no one has ordered or paid. Check a change or wait before spending; an adult does not automatically fund the gap.

Reminder 3

3 · Use existing notes or pages in this order: customer and need; offer and honest readiness; price and payment; costs and available cash; next step. The learner may read, explain with notes or visuals, or make an equivalent private written or drawn explanation. About two minutes is a guide for speaking, not a test of speed or memory. Pauses are welcome. No live audience or recording is required.

Reminder 4

4 · No. Useful feedback can confirm a sound detail or identify something to clarify or check. Sam can keep the existing \$8 total for one 20 minute walk, paid afterward, and explain that scope. The walking routine still needs practice with an adult. An adult would check real arrangements and handle any actual contact. Choosing that step is enough for this practice; no new booking, payment or real walk is required. Accept another relevant check supported by Sam's existing plan.

Optional mission · Route A

Accept one accurately heard detail, one useful question and a keep, change or check decision with a reason. Keeping an already clear offer is valid. A revised price, new promise or purchase is not required. The adult is listening, not agreeing to buy.

Optional mission · Route B

Sam's price is \$8 total for one 20 minute walk, paid afterward. Check the exact date and adult support available then: Tuesday alone does not say which date or who can join. Accept another check in the sample, such as route or equipment, with a useful reason. This is private practice and creates no new booking.

If a check was tricky

Optional support · one small repair, then continue

After trying a check, use the row that matches what felt unclear. Look at the named page, make one useful correction or question, then return to your work. You do not need to repeat the whole lesson.

If this felt unclear	Page to revisit	One small repair
I explained only why I want money.	Customer and offer	Keep your goal. Add the possible customer's need and the one thing your offer would do.
I used later money to pay an earlier bill.	Price and costs	Point to what is due before payment and what is available for it. Keep later payment on its separate line.

If this felt unclear	Page to revisit	One small repair
A price or supply detail is unknown.	The two builder pages · answers	Write the exact question. Unknown does not mean zero. Use the made up figures separately if you need arithmetic practice.
I cannot turn my notes into a pitch.	Sam’s full sample pitch	Find one paragraph label, then locate that part in your own work. Read, point or draw; do not copy the whole sample.
I think I must follow every suggestion.	Feedback and next step	Check the suggestion against your facts. Keep a sound choice, clarify a confusing detail or mark a specific question.

A corrected answer or useful question counts as learning. If a word is the problem, use Words you can check. Both pages are optional.

LESSON 6 · OPTIONAL PROGRESS

Halfway record

Optional halfway stopping point · this does not finish Lesson 6

You may mark your place now. An adult can review it later. Made up practice, a drawing, an explanation or an earlier page that still fits all count.

First half part	My progress
Readings 1 and 2,	☐ both used ☐ some ☐ not yet
Customer and offer; Price and costs	☐ both used or explained ☐ some ☐ not yet
Story recap parts 1 to 4	☐ read or discussed ☐ not yet
Both fresh checks and their answers	☐ both tried and reviewed ☐ some ☐ not yet

One useful change, question or detail I am keeping for my pitch:

My next starting point:

☐ My current customer, offer, price and cost work is together. I kept useful questions and used roles or placeholders, not private details.

Optional Sam support: ☐ used ☐ skipped, which is fine. Correcting a first answer counts as learning.

If the first half is done, continue to Reading 3 in this pack. Use Put it together, My private pitch rehearsal, Feedback and next step, the later story recap and checks, then the whole lesson finish record. No real audience or launch is required.

Adult progress note, when available: ☐ first half reviewed ☐ continuing later. This page does not mark Lesson 6 complete or award a certificate. Students do not create accounts or submit forms.

LESSON 6 · COMPLETION

Lesson completion record

Pitch Day · the same route for private and supported practice

You may mark your progress now. An adult can review and record completion later. Writing, drawing, pointing to earlier pages and speaking count. A useful correction or a specific question still to check can be part of completed practice.

Part	Progress
Class and lesson	Be the Boss · Lesson 6 · Pitch Day
All four readings	☐ all four ☐ some ☐ not yet
Customer and offer; Price and costs; Put it together; Feedback and next step	☐ all four builder pages used or explained ☐ some ☐ not yet
One complete five part pitch or equivalent written or drawn explanation, with a self check or listener check	☐ complete ☐ continuing ☐ not yet
The complete story recap	☐ read or discussed ☐ some ☐ not yet
All four fresh checks and their answers	☐ tried and reviewed ☐ some ☐ not yet
A next step reviewed against the facts	☐ complete ☐ continuing ☐ not yet

LESSON COMPLETION RECORD · CONTINUED

Reflection and adult completion

One thing I can explain now, or one useful question I am keeping:

If anything remains, my next starting point is:

Optional support and extras: Sam model ☐ used ☐ skipped; story recap questions ☐ used ☐ skipped; mission ☐ A ☐ B ☐ both ☐ skipped. These do not affect completion.

Adult record, when available: ☐ Lesson 6 complete ☐ continuing. Review the work or learner’s explanation. An adult keeps this completion record; students do not create accounts or submit forms.

Adult course check, when available: completed records confirmed for ☐ Lesson 1 ☐ Lesson 2 ☐ Lesson 3 ☐ Lesson 4 ☐ Lesson 5 ☐ Lesson 6.

Use existing lesson records. Any unchecked record can be reviewed later without repeating finished practice. Record the Founder certificate after all six are confirmed. No real customer, sale, purchase, audience or business launch is required.

Sources for adult reference

Official background for the concepts in this course. For a real arrangement, an adult checks the current rules, terms and circumstances.

Checking real work arrangements

An adult checks the actual age, task and location before real work. The course does not authorize employment.

<https://www.dol.gov/agencies/whd/youthrules/young-workers/non-ag-under-14>

Business planning and customer research

Background for customer research, costs and planning. Class examples are fictional practice.

<https://www.sba.gov/counseling/plan-your-business/>

Fake check scams

Background for Lessons 2 and 5.

<https://consumer.ftc.gov/articles/how-spot-avoid-and-report-fake-check-scams>

Help after a scam

Adult reference for prompt provider contact and possible recovery steps.

<https://consumer.ftc.gov/articles/what-do-if-you-were-scammed>

Gift card scams

Adult reference for gift card requests and issuer contact.

<https://consumer.ftc.gov/articles/avoiding-and-reporting-gift-card-scams>

Fraudulent checks after funds become available

Background for the distinction between available funds and a genuine check.

<https://www.consumerfinance.gov/ask-cfpb/i-deposited-a-check-and-waited-until-i-was-able-to-withdraw-the-money-from-the-bank-i-later-found-out-that-the-check-was-fraudulent-the-bankcredit-union-took-the-money-back-and-now-my-account-is-overdrawn-can-they-charge-me-an-overdraft-fe-en-1001/>

Branding your business

Background for recognition and customer expectations.

<https://www.business.qld.gov.au/running-business/marketing-sales/marketing/strategy-planning/business-branding>

Words and designs that identify a business

Practice names are not cleared for commercial use.

<https://www.uspto.gov/trademarks/basics/what-trademark>

Truthful advertising

Background for clear offers and supported descriptions.

<https://www.ftc.gov/business-guidance/resources/advertising-faqs-guide-small-business>

MIDDLE SCHOOL MONEY · BE THE BOSS

Founder certificate

This certificate recognizes

Learner name, kept on this paper certificate

for completing all six Be the Boss lessons and explaining a practice business idea, its customer, offer, price, costs and next step.

Date

Supporting adult signature

An adult confirms completion of all six Be the Boss lessons. A real customer, sale, purchase, audience or business launch is not required.