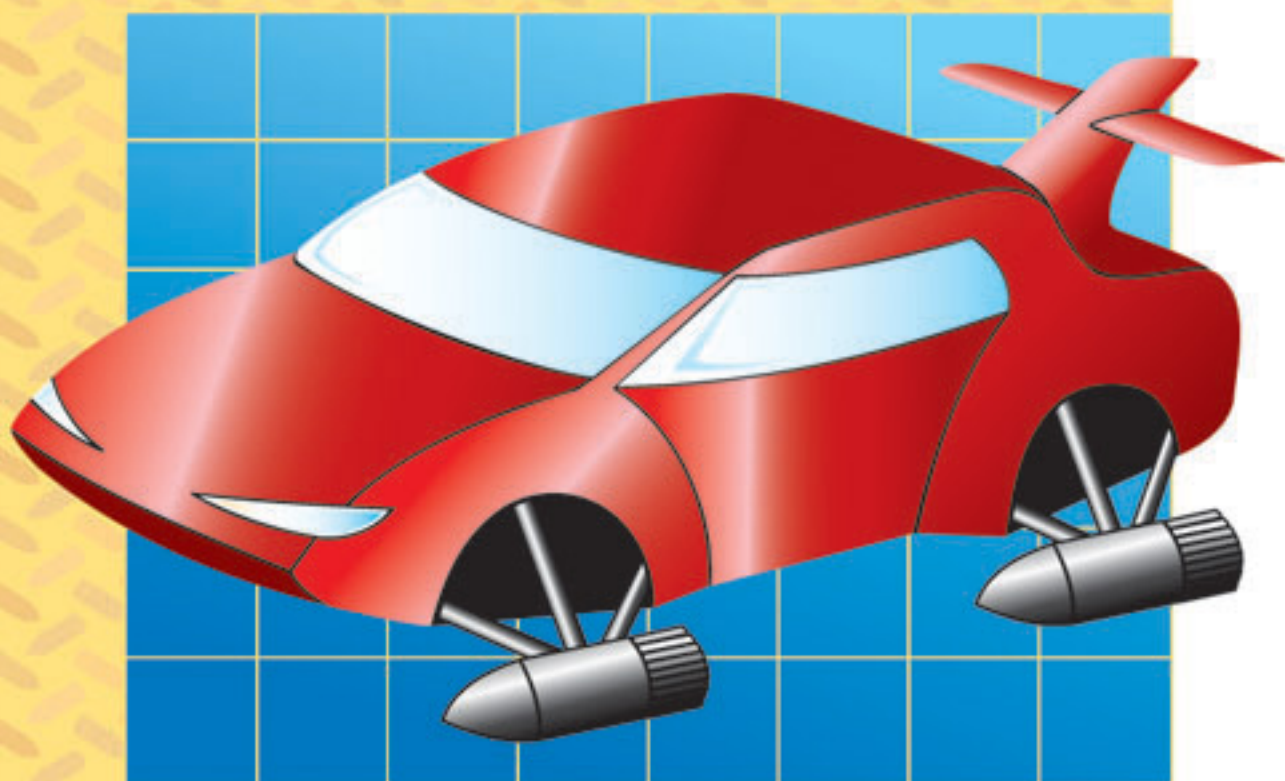


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# TOY COMPANY



A Writing and Speaking Simulation in which Students  
Develop Toys for the Children and Youth Market

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A writing and speaking simulation in which students develop toys for the children and youth market

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# PURPOSE

In TOY COMPANY students face a situation in which they must learn and demonstrate how they can write and speak descriptively and persuasively. Your students are upper level managers in a toy company. As teacher you are the CEO, the chief executive officer. As the simulation unfolds, everyone realizes the importance of writing and speaking skills. Throughout the unit students have opportunities to refine these writing and speaking skills as they learn them. Specifically, students will experience the following:

## ● Knowledge

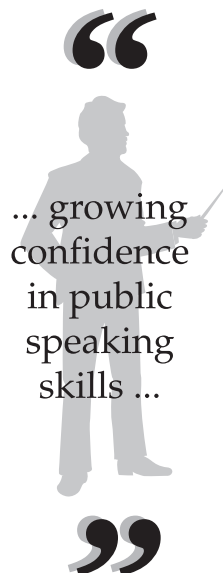
1. how a company must have a mission statement and structure
2. why skills important for success in school are also important for success in the business world
3. why working in a group often stimulates the flow and refinement of ideas
4. what the process is by which something moves from idea stage to product development

## ● Attitudes

1. appreciation of descriptive speaking and writing
2. desire to develop the power that results from forceful, persuasive speaking and writing
3. satisfaction that comes from developing an idea and seeing it through to completion
4. acceptance of the amount of time it takes a group to process an idea and then move it along until it becomes a finished product
5. pride in growing confidence in public speaking skills

## ● Skills

1. contributing as a part of a team to achieve a common goal
2. writing and speaking descriptively
3. writing and speaking persuasively
4. drawing conclusions based on observations
5. speaking willingly in front of a group of peers—without having to be coaxed to do so
6. applying creative and imaginative thinking to a “real world” setting



## OVERVIEW - 1

**Getting organized** The focus of TOY COMPANY is on descriptive and persuasive speaking and writing. Focusing on these skills in a simulation allows the students to learn and apply useful skills while they are having fun. TOY COMPANY begins as students are divided into cooperative units known as project groups. Each group has three to five members, with four being ideal. Each member in a group receives a title and job description.

**Creating a new company** Students first read page 1 of their Student Guides. You then explain to them that a wealthy business woman named A. C. Bumpus is beginning a new toy company, more broadly based

than her successful bicycle company. She expects her new managers (your students) to work with you, their **CEO** (Chief Executive Officer) to make some key first decisions. Your class then works as a sort of “committee of the whole” and creates, with your guidance, a company **name**, **mission statement**, **logo**, and **motto** such as those for the imaginary company on the left. These four elements they create reflect their new company expectations for both the products they will design and for the employees

who manage the company. Having created the four elements, the class next decides what kind of toys they will be design, produce, and sell.

**Brainstorming for ideas** Next, working in their separate project groups, students brainstorm different toy ideas. Once the group agrees on an idea, students begin placing their idea on paper. They first write a description of their toy, both what it looks like and what it does.

**Gathering key information** Students now are taught how to gather information from reading printed material, from making observations, and from interviewing people. They use the simulation’s prepared forms while acquiring this information. Then, working in project groups, they prepare a presentation to be given at a company board meeting.

**Showing prototypes** Having the groups show a non-working prototype



*Peaceful toys ... Peaceful children ... Peaceful world*

We dedicate ourselves to creating toys which will bring the world’s children closer together and thus help make a safer world for children yet to come.

“  
... how to  
gather  
information ...

”

## OVERVIEW - 2

is very effective during the description part of the presentation. Since not all toy ideas can be developed this way because of difficulty in acquiring materials and/or tools, time for this is not discussed in the Daily Directions, but it should be easy to find time for the students to create a prototype if creating one is possible. *Having a non-working prototype of the toy can be a very valuable part of the board meeting presentation and the trade show promotion. I highly recommend including this as a part of the student's learning—if possible.*

“  
... that  
highlights  
their  
product's  
top three  
selling  
points ...

**Making group presentations** Groups are responsible for developing a presentation that highlights their product's top three selling points. At least one of the points must be based on market research that the group has conducted. After members have organized the top three selling points into a persuasive essay, they begin practicing for the presentation. Students are taught that the purpose of the presentation is to demonstrate the toy's potential to be a top selling toy. Each member of the group must assume responsibility for at least one part of the presentation. Groups are encouraged to consider presenting visual aids, such as a diagram of the product or a graph of the market survey information.

”

**Holding the trade show** TOY COMPANY culminates with a trade show. This is the opportunity for the students to showcase their work for their parents, other students, other teachers and your principal, as well as local media. Those attending the trade show will act as toy buyers who come to the show to order toys for the upcoming year. Each project group sets up a booth in a large room. During the trade show, the students display the prototype of their toy and any other visual aids used during the board meeting. As visitors stop by each booth, students give them brief information about the product and the product's selling points. After the visitors have seen all the booths, they place their “orders” for the three toys that they feel will be most successful in the marketplace. These orders are tallied, with a reward/bonus (which you determine) going to the groups responsible for the top-selling toys.

## TEACHER ROLE - 1


**T**eaching  
ip →

*You should choose which individuals join each group of 4–5 students. Try for personality, ethnic, boy-girl, and ability blends which you sense will work together best.*

**CEO** You, the teacher, are the chief executive officer (CEO) of the Toy Company. The nature of this simulation allows your students to get very excited and involved. This excitement provides a special learning opportunity. The more you, as the teacher, encourage this enthusiasm, the greater the potential for learning.

**Cooperative groups** Because working in cooperative groups is an important part of TOY COMPANY, it is important that the groups be carefully put together. Making students aware, from the very beginning, of individual as well as group responsibilities will help set the stage for success. Students have the “real life” opportunity to work with others to accomplish a common goal. TOY COMPANY provides an excellent opportunity to teach this skill. The end product of each group—the presentation—will be most successful and effective if each group member meets the expectations.

**Writing effectively** Teaching students to write and speak persuasively and descriptively is the main purpose of this simulation. The persuasive writing format is adapted from the **FIRST STEPS** writing program which Interact publishes. The introductory paragraph is a brief description of the product. Each of the next three paragraphs details a selling point and supports that selling point with facts. The final paragraph is a summary emphasizing the toy’s strongest selling point.



### FIRST STEPS

Grades 3-6

**An interactive step-by-step writing and speaking program for young students**

- Students first master the lower level WRITING FRAMES and the easier writing formats such as the Narrative and Autobiographical essays.
- Once they have worked successfully in their study pairs and quads and have written easy FIRST STEPS essays, they are introduced to writing and speaking four more challenging formats. (See Tabs 4–7 in the outline on the right.)
- Next they collaboratively use the **Student Guide’s WRITING RUBRICS AND ESSAYS**, helping one another organize, write, and speak solid essays. They increase their understanding by comparing the RUBRIC levels with their own writing and speaking levels. Finally, they set goals to achieve so that they become better writers and speakers.

*Multi-tab Teacher’s Guide and 35 24-page Student Guides*

**Call (800 359-0961) for samples and information.**

### 9-Tab Personal Notebook

- 1: Introduction
- 2: Narrative Essay
- 3: Autobiographical Incident Essay
- 4: Report of Information Essay
- 5: Persuasive Essay
- 6: Contrast Essay
- 7: Problem Solving Essay
- 8: Special Applications
- 9: Appendices



## TEACHER ROLE - 2

**T**eaching  
tip →

*See that students practice all these skills: projecting by lowering their voices and speaking from the diaphragm ... achieving good stance and eye contact ... speaking from (not reading from) an outline. (You must model these skills continually—particularly whenever you are role-playing the company CEO.)*

**Speaking effectively** Spend considerable time building students' confidence that they can speak in front of a group. Students are often expected to speak without ever having been taught how to do so.

*Of course, throughout the day whenever students are playing the TOY COMPANY simulation, your speech and demeanor must reflect an accomplished, "tough love" CEO who wishes to help employees do their best both for their company and for themselves.*



*You get to dress up a day in advance of the big board meeting in "power clothes" to model for your students how boys as well as girls must "dress for success" during the board meeting.*



# Howard Gardner Theory of Multiple Intelligences

## THEORY OF MULTIPLE INTELLIGENCES

In Howard Gardner's book, *Frames of Mind*, he describes seven different forms of intelligence. These learning styles are best accommodated in the classroom when students are given the opportunity to use their preferred style of learning when doing an activity. There are also times when you need to encourage students to experience a different area of intelligence to broaden their horizons.

During TOY COMPANY students will have the opportunity to work in a variety of areas of intelligence. Here are Gardner's learning styles:

1. **Linguistic** The linguistic student loves to talk and probably learned to read at a young age. To best serve this child, provide plenty of books and time for the child to explain what he/she thinks about a topic.
2. **Logical-Mathematical** The student who is logical-mathematical loves patterns and abstractions. This student works well on problem solving, logic and math problems, and categorizing.
3. **Musical** The musical student loves listening to and creating music. This student expresses himself/herself well musically.
4. **Spatial** The spatial student loves visual materials and aesthetics. This child enjoys using different media to express himself/herself. To best serve this student, provide opportunities to use art, models, and diagrams.
5. **Bodily Kinesthetic** The student who is bodily kinesthetic will stand out in physical activities and will have excellent coordination. This child expresses himself/herself through movement or model building.
6. **Interpersonal** The student who has interpersonal strength is very in tune to his/her own feelings and the feelings of those around him/her. This student works well when given leadership roles and enjoys role-playing and dramatic activities.
7. **Intrapersonal** The intrapersonal student is very organized and easily meets deadlines. This student thrives on pressure and loves crisis situations.

# Authentic Assessment

## AUTHENTIC ASSESSMENT

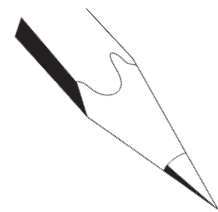
**Authentic assessment in TOY COMPANY** The format of the simulation lends itself easily to authentic assessment in many ways. Because the goal of this unit is to create a realistic business environment, TOY COMPANY creates an authentic situation. Working in a group to complete a goal is very similar to many real-life job experiences. Additionally, clearly defined expectations that must be met before going on to the next step provides students with situations similar to those that occur in the real work world.

**Growth opportunities** As students progress through this unit, they learn, practice and demonstrate proficiency and growth in the areas of public speaking, descriptive and persuasive writing, writing conferences, and working as a group. I recommend that you have students keep the different things they write and draw, as well as their evaluation sheets, in a portfolio. Consequently, by the end of the simulation, they can see the progress they have made.

**Follow-up evaluation** Finally, consider the value in a follow-up writing activity after students complete TOY COMPANY. Have them apply writing skills they have learned during this simulation. Descriptive paragraphs and persuasive essays would be useful tools in evaluating how well the skills have been learned as a result of the simulation. *(To heighten this awareness, make sure that your students have written descriptive paragraphs and persuasive essays before beginning TOY COMPANY.)* It can be a powerful learning experience for students to compare these initial attempts with their final pieces of written work and then with the follow-up writing activity. Your students will likely be able to identify areas of significant growth.

“

... by the end  
of the simulation,  
they can see



the progress  
they have made.

”

# SET UP DIRECTIONS - 1

Before you begin to teach this simulation, prepare in the following ways:

1. **Initial understanding** Read through this Teacher Guide and the Student Guide before introducing TOY COMPANY to your class. When you introduce the simulation, be prepared to give the class a “picture” of what it will be like. The more clearly you can explain the simulation, the easier it will be to help get the class excited about the project.
2. **Time allowance** Plan for how many days you have to give to the simulation. The unit outline calls for a total of 18 days. See the UNIT TIME CHART on page 13. Each day of instruction should take about one hour. Of course, a teaching week often is interrupted; consequently you may not get all the time for TOY COMPANY that you had planned for 5-day sequences. Consider allowing for at least two days more than the 18 days provided for in the UNIT TIME CHART.
3. **Handouts and Display copies** Pages 29-48 are “master” pages. You duplicate certain ones for handouts to students or to their project groups; you duplicate others to use in order to make display copies. Here is a suggested plan so that you can have this task completed before the simulation begins:



Whenever a “master” is referred to in TOY COMPANY teaching directions, it is labeled in bold ink (e.g, **M19** = Master 19).

The comments on the right suggest which masters to use as handouts and which to use as display copies. Of course, you may duplicate any master for both uses if you wish.

**Note well:** In the **Handouts** column the number in parentheses following the master # represents how many you should duplicate for handouts either to each student or to each project group.

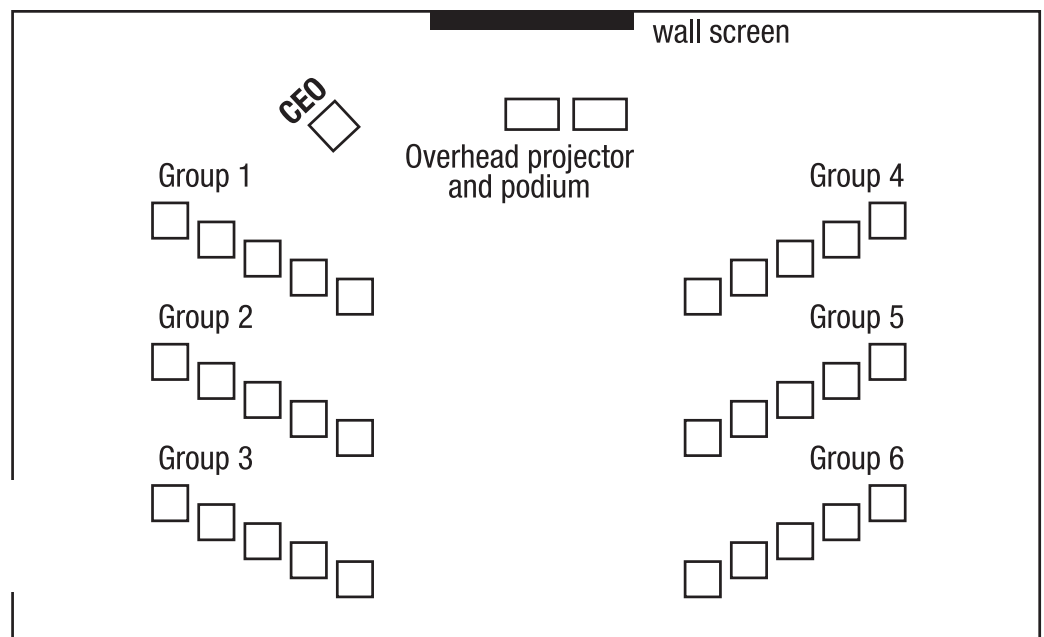
<b>Handouts</b> (Duplicate the number in parentheses.)	<b>Overlays</b> (Duplicate 1 copy)
	M1 Company name, motto, etc.
	M2 Peaceful Toys Co.
M3 (class set)	M3 I D Badge
M4 Brainstorming Ideas (2 per group)	
M5 Pros and Cons (1 per student)	
M6 Pre-Write Notes (1 per group)	
	M7 Product Description
M8 Product Review (1 per group)	
M9 Performance Review (1 per group)	
	M10 Market Survey
M11 Observation Form (1 per group)	
M12 (1 per group)	M12 Graph Examples
	M13 Persuasive Essay Model
M14 (3-4 copies for “artistic” students)	M14 Trade Show Invitation
M15 Presentation Review (1 per group)	
M16 Board Meeting Notes (2 per student)	
	M17 Trade Show Diagram
M18 (number attending the Trade Show)	M18 Buyer’s Register
M19 Group Evaluation (1 per group)	
M20 Individual Assessment (1 per student)	

## SET UP DIRECTIONS - 2

4. **ID badges** Students love wearing ID badges. The directions for creating them are quite specific on master 3. However, you can have students create them any way you wish if you desire to change the model given. Above all, see that the badges are large enough to be seen from a distance. *Encourage project group members to help one another do an A #1 job!*
5. **Supplemental materials**
  - a. Gather some catalogs with both good and bad examples of product descriptions. Showing students examples of product descriptions from a catalog helps to reinforce the purpose of writing a good product description.
  - b. If you have access to any surveys, bring them in to share with the class.
  - c. Additionally, if your school has a mission statement, it may be very interesting for the students to become aware of it.
6. **Board meeting** If possible, make arrangements for other facilities for the board meeting and the trade show. The board meeting will be more realistic if it can be held in another room. The trade show can take place in the classroom, a hallway, or a multipurpose room.
  - a. **Room arrangement** Set up the room in such a way that all students can easily see the front of the room. If you are using your classroom, work to make it as different from everyday as possible. If you are in another room, either desks or tables (e.g. in a lunch room) will work fine. Below is a suggested room arrangement. If a podium is available, it can help students' presentations. However, *if you plan to use a podium, have the students practice with it prior to the board meeting. This same guideline applies if a microphone is to be used.*



*Your board meeting will seem even more official if it can take place in a room other than your classroom.*



## SET UP DIRECTIONS - 3



*Your boys may not have access to a suit. Encourage them to wear at least a shirt with a collar and a tie, if possible.*

*It is a good idea to find someone to supervise the students while you meet with the parents.*

- b. **Appearance** Ask students to dress in a business like fashion on the day of the board meeting. Talk with the class about this requirement far in advance of the board meeting day.
  - c. **Refreshment break** Another way to make the board meeting something special is to plan a refreshment break. Midway through the presentations, stop and give everyone a chance to enjoy some cookies and punch or other kind of refreshments. Students may even choose to bring their own mugs to use during the break.
  - d. **Video** This board meeting can be a valuable activity to record on video. Students love watching any videos of their school year during the last few days of school.
8. **Trade show** The trade show is the culminating event for the simulation. If possible, it should take place in the evening so parents can attend. This is also an excellent opportunity to invite your principal and the media into your school to showcase your students' work. Inviting other classes to come to the trade show during the day before the trade show is done for the parents is a great opportunity for your students to practice one more time.
- a. **Room arrangement** The trade show can take place in a very large room like a multipurpose room, or it can take place in your classroom and nearby hallway.
  - b. **Student booths** The students will need to have enough room to display their visual aids from the board presentation (prototype, graphs, diagrams) and to accommodate everyone from their group comfortably. Using two or three desks per group should work. Encourage students to make their booths as attractive as possible.
  - c. **Appearance** As during the board meeting, students should dress in a professional manner.
  - d. **Meeting with parents** It is important to have a separate place where you can meet the parents and introduce them to the trade show. This will allow the students time to get their booths set up. When meeting with the parents, explain the simulation, and then explain their role in the trade show. The parents will act as toy buyers who can buy 500 units of any three toys. These units, however, can be divided any way the buyer sees fit. The buyer's register (Master 18) is given to each parent and/or other persons present. They then visit the different booths.

## SET UP DIRECTIONS - 4



*As mentioned earlier, you should thoughtfully group students prior to starting the simulation. Once you have grouped all students, you can allow them to pick their job assignments or you can assign these, as well.*

***Note:** Job descriptions are also given on page 2 of the Student Guide.*

9. **Grouping** Project groups should consist of three to five members with four being ideal. Assign each group a project number. Give each member of the group a title and job description. Students should clearly understand what is expected of them from the very beginning of the simulation. They should wear ID badges that identify their project number and their job title. Briefly, the jobs are the following:
  - The **Senior Editor** is responsible for overseeing the final written copies of all the papers. In addition, this person will need to be available to conference with other group members about their individual writing.
  - The **Public Relations Manager** is responsible for making arrangements for the group to do market research and for managing the data collected through the use of surveys and observations. In addition, this person will be the group's spokesperson.
  - The **Graphics Manager** is responsible for managing the production of the prototype and the diagram of the toy used during the presentation. Additionally, this individual works with the Public Relations Manager to graph the market survey result.
  - The **Chairperson** is responsible for keeping the group organized and focused on the presentation. Important project documents are this individual's responsibility. Additionally, the chairperson acts as a liaison between the CEO and the project group.



# UNIT TIME CHART

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Student Guides</p> <p>Set up groups</p> <p>Create company name, logo, motto, and mission statement</p> <p><b>1</b></p>	<p>Brainstorming introduced and used to create toy categories</p> <p>Whole class decides on one best general toy category</p> <p><b>2</b></p>	<p>Each group decides on which toy its members are to design</p> <p>CEO accepts or rejects each group's decision</p> <p>Begin product descriptions</p> <p><b>3</b></p>	<p>Within their groups study pairs work on product descriptions</p> <p>Revisions are called for</p> <p><b>4</b></p>	<p>A Performance Review takes place after group members have made final revisions of their product descriptions</p> <p><b>5</b></p>
<p>Discuss taking surveys</p> <p>Project groups develop their own surveys</p> <p><b>6</b></p>	<p>Project groups complete their surveys and begin conducting their surveys</p> <p><b>7</b></p>	<p>Surveys completed</p> <p>Discuss and carry out observations of kids in their target age groups</p> <p><b>8</b></p>	<p>Discuss how to use data gathered to document within persuasive essays</p> <p>Graphing used to visually display information from market research</p> <p><b>9</b></p>	<p>Independent work day</p> <p>Option: Group conferences with CEO</p> <p><b>10</b></p>
<p>Independent work day</p> <p>Discuss and begin planning visual aids</p> <p>Prepare TRADE SHOW INVITATIONS</p> <p><b>11</b></p>	<p>Persuasive writing material used to help plan Board Meeting speeches</p> <p>Introduce the PRESENTATION REVIEW handout</p> <p><b>12</b></p>	<p>CEO models speaking techniques</p> <p>Work on PRESENTATION REVIEW with emphasis upon speaking practice</p> <p><b>13</b></p>	<p>Final Board Meeting preparation: time schedule, snack breaks, dress, practice, questions answered</p> <p><b>14</b></p>	<p>Board Meeting</p> <p><b>15</b></p>
<p>Preparation for the Trade Show</p> <p>Explaining the BUYER'S REGISTER</p> <p><b>16</b></p>	<p>Trade Show</p> <p><b>17</b></p>	<p>Evaluation:</p> <ul style="list-style-type: none"> <li>• Group</li> <li>• Individual</li> </ul> <p><b>18</b></p>	<p><b>This UNIT TIME CHART is an example.</b></p> <p><b>Modify as desired.</b></p>	

# DAILY DIRECTIONS - 1



**Note: M1, M2, M3**  
The bold ink **M** followed by the **number** represent the 20 duplication masters (pages 29-48) in this Teacher Guide.

**Note:** Determine groupings prior to introducing the simulation.

*This is the moment to summarize the whole simulation and build excitement.*

*Spend the amount of time necessary to help students understand how important a mission statement is to a company's success. Of course, also stress how a company name, logo, and motto relate to the mission statement.*

## DAY 1: ORGANIZATION

### Materials

- COMPANY NAME...etc. **M1** for a display copy
- PEACEFUL TOYS **M2** for a display copy
- ID BADGE **M3** handout + materials to create individual badges
- Student Guides

### Procedure

1. Distribute Student Guides. (You will also distribute them at the beginning of Days 3, 4, 6, and 8-13.)
2. Divide students into groups of three to five, with four being ideal. Point out how each student must have a job. Have students read the job descriptions given in their Student Guides.
3. Jobs can be chosen by the students once they are in their groups, or you can assign everyone to a specific job.
4. To welcome students as new employees, have them turn to page 1 in their Student Guides. Then read aloud the Bumpus letter.
5. Talk about the culminating board meeting in order to generate excitement. Describe how you all will dress for that day and about the snack break if you decide to include that as a part of your meeting.
6. Now show the COMPANY... **M1** overlay. Explain that it is from another company owned by A.C. Bumpus. Explain that Bumpus wants them to create a company name, mission statement, logo, and motto for the new company. (For a second example show the **M2** display copy.)
7. Involve everyone in discussing the goals for their company. Follow the information given in **M1** and **M2**. (Possibly create your own categories to help your students write a successful mission statement, a difficult task.) Write these ideas on the board so that students can refer to them as they work.
8. *For a brief time* have all students work separately and write down what they think the company's **name**, **logo**, **motto**, and **mission statement** should be.
9. Break into project groups to discuss members' ideas on **name**, **logo**, **motto** and **mission statement**. The Chairperson leads the meeting after appointing someone to record the results of their project team discussion and decisions.

## DAILY DIRECTIONS - 2

10. After the group discussions, hold a full class meeting and ask each Chairperson to report her/his group's conclusions. List on the board the main elements each group suggests for the **mission statement, name, and motto**.
11. Write the the suggestions on your whiteboard or butcher paper. Have the class critique the suggestions.



*If you have an eager class, you will likely have to fill several white boards, sheets of butcher paper, or overlay masters for all the ideas students generate!*

*Later you may want the class to use cardboard or butcher paper to make, sign and display a large copy of the mission statement.*

12. Once the class has decided on the company **name, mission statement, logo, and motto**, pass out ID BADGE **M3** handout with materials for creating ID BADGES. Have students complete these badges to show project group identification and job assignment. (With quite capable students, you may wish to have students work on their ID BADGES as homework.)

### DAY 2: BRAINSTORMING

#### Materials

- BRAINSTORMING IDEAS **M4** (one copy for each project group)
- PROS AND CONS **M5** (one copy for each student) + for a display copy

#### Procedure

1. Distribute BRAINSTORMING IDEAS **M4** handout to each project group.
2. Explain the brainstorming process: *Many ideas are quickly tossed out and shared without any immediate evaluation. Only after enough ideas have been suggested does a thorough discussion takes place.*

## DAILY DIRECTIONS - 3



*Why should you discourage students from creating **fantasy toys**? You realize that their thinking will go wild and they will ultimately become frustrated. Only quite gifted students can handle the added “work” (i.e., abstract thinking) required in planning and creating **fantasy toys**.*

*Slowly help students learn to use their PROS AND CONS handouts to “take notes” on what is happening. If necessary, have them work in study pairs within their project groups so that a more capable writer can help a study partner.*

3. List on the white board, butcher paper, or display copies some sample categories. Some examples include outside toys, educational toys, toys for very young children, fantasy toys, toys to play pretend with, etc. **Note well:** *Spend some time differentiating **possible toys** from **fantasy toys** so that students don’t get “carried away” and want to create toys that are not realistic or feasible.*
  - a. **Possible toys** are ones current technology would allow us to make. Example: A **bottom searcher** would be a battery and radio-powered searcher to use in a swimming pool. It could be directed to go to a swimming pool’s bottom and retrieve coins, keys, and other objects.
  - b. **Fantasy toys** are ones current technology would not allow us to make. Example: **Hover sneakers** would allow someone to float six inches off the ground. *Discourage students from creating fantasy toys.*
4. For this activity, the project groups have to decide what category of toys they would like to design. Each group should decide on what it thinks should be the top two categories. Encourage groups to allow for any and all suggestions before deciding on the top two.
5. Reorganize the groups as a full class. Have each chairperson report his/her group’s top two responses. Record these responses on the board, butcher paper, or overlays. Explain to the class that they will use this list to help determine what kind of toys their new company will create to fulfill its mission statement, etc.
6. Distribute one PROS AND CONS **M5** handout to each group.
7. Ask students to evaluate the list of toy categories. They should list and discuss the pros and cons of working within the various categories. Finally, they should vote for the top three.
8. Once these three have been determined, use your overlay of **M5** to teach the process of making a decision based on the consideration of the pros and cons of each option. Have the class create a list of pros and cons for each of the three categories. *Facilitate students’ ability to see other points of view by having them write down the pros and cons on their handouts.* Model for them how they learn to accept differing opinions.
9. Once completed, move the students to the point of determining the idea they feel has more pros than cons. The class must then reach a conclusion and pick one general category.

## DAY 3: PRE-WRITING



*Also ask students to bring in catalogs to use as resources.*

*Have each project group assign a recorder to take notes, and then use the same process they used on Day 2 when they decided on a toy category.*

**Note:** The activities outlined for Day 3 may take two days to complete.

*The completed pre-write should be in brief sentences, not in paragraph form. Students will write paragraphs from the pre-write on the following day.*

### Materials

- PRE-WRITE NOTES **M6** (one per group)
- Category product descriptions from various catalogs/magazines
- Student Guides

### Procedure

1. Give the project groups time to make a decision about the toy they want to design. Although this activity is not a contest among groups—for the company wants all groups to do well—you, as CEO, may want to encourage creativity by discouraging the groups from sharing their ideas.
2. Once all groups have decided on different toys to design, have each group's Chairperson bring the idea to you for approval. After you have approved a group's idea, meet with both the Senior Editor and the Chairperson. Give the Senior Editor the PRE-WRITE NOTES.
3. Explain the pre-writing task to the Chairperson and the Senior Editor.
4. Ask each group to pre-write its product description by making a list of everything its toy will do and a detailed description of what the toy will look like.
5. Show examples of product descriptions from various catalogs. Try to find examples of good and bad product descriptions.
6. Discuss as a class what makes one description better than another. Emphasize that their goal is to help their readers "see" the toy while reading the description. In addition, readers must understand what the toy does.
7. Students should use their project group lists as a pre-write activity. It may also be helpful for them to draw a picture of the toy so they are clear about the toy's colors and size.
8. Explain that A. C. Bumpus included the materials on page 3 of their Student Guides as examples for them to follow.
9. After the pre-writing steps, individual students can begin working on the first draft of the group's product description.

## DAY 4: PRODUCT DESCRIPTIONS

### Materials

- PRODUCT DESCRIPTIONS **M7** for a display copy
- PRODUCT REVIEW **M8** (one for each group)
- Student Guides

### Procedure

1. Split each group into pairs (i.e., one-half the group = 2-3 students). Tell each pair to begin to write two paragraphs: one paragraph is the **product appearance description**; the other is a **capability description** (i.e., what the toy will do).
2. As students keep working on their product descriptions, monitor students' progress within each pair. Encourage these "study buddies" to help one another without copying.
3. Wait until most pairs are close to completing their product descriptions before introducing formal revision.
4. Have students turn to page 3 in their Student Guides to read the two product descriptions found there. Project your PRODUCT DESCRIPTIONS **M7** overlay. As a class, discuss the good and bad things about these descriptions. Talk about what revisions could be made to improve either or both. *Stress how good writing is more likely to result after revision has taken place.*
5. Meet with each group's Senior Editor to schedule a group conference.
6. Hand out the group's PRODUCT REVIEW SHEET **M8**. Explain that the group must also conference with one outside person about its writing.
7. While waiting for their group's conference time, members should work in group pairs to revise their writing. This revision should be done in such a way that you can tell what writing has been revised.
8. At the end of the day, you may want to collect each pair's product descriptions, read them, and write notes on each PRODUCT REVIEW SHEET **M8**. Doing so will make your conference with the whole group more efficient.



*Point out and possibly highlight certain words with a colored felt pen on your overlay master.*



## DAILY DIRECTIONS - 5



One way for students to show revision is to skip a line between sentences. Then they can write their revisions in the blank spaces.

Ideally, project group conferences should be conducted as “read-arounds” with each student’s work given a group critique. However, your class’s age and experience level may dictate that the adult leader dominate rather than lead.

9. As you meet with each project group, discuss necessary revisions. Tell students to work as together to determine with what other person(s) group members will confer. If at all possible, this tutoring conference should be with another adult or an older student. Suggest the librarian, principal, other grade level teachers, or a parent volunteer. Ideally, all student project group members will be present for their conference with that other adult.
10. After the project groups meet with the other adults, have students make necessary revisions and then resubmit their writing for final approval during Day 5. (*Advanced or gifted classes can do this revision as homework.*)

### DAY 5: PERFORMANCE REVIEW

#### Materials

- PERFORMANCE REVIEW **M9** (one per group)

#### Procedure

1. Allow sufficient time for final revisions to be completed.
2. After groups have finished their product descriptions, give a PERFORMANCE REVIEW **M9** sheet to each group. The PERFORMANCE REVIEW is a scoring rubric using the same expectations stated in the PRE-WRITE **M6** instructions. The product descriptions will be rated along this rubric and classified as *satisfactory* or *unsatisfactory*.
3. Ask the groups to read over the scoring guidelines and rate their writing accordingly.
4. Once they have completed the rating of their work, have groups hand in their final drafts and their completed PERFORMANCE REVIEW sheets.
5. Complete your portion of the PERFORMANCE REVIEW sheet and return the sheets to their respective project groups.
6. Ask any group receiving an unsatisfactory rating to rework their description prior to beginning the market research process.

## DAY 6: MARKET SURVEYS

### Materials

- MARKET SURVEY **M10** for a display copy
- Student Guides

### Procedure

1. Have students first read page 4 in their Student Guides. Then project the MARKET SURVEY **M10** overlay and discuss with the whole class the two surveys on page 4—particularly **Survey #1** as amplified on the **M10** overlay with the male and female symbols.
2. Have groups begin to develop their own surveys on their own toys. Remind them to follow the example given in their Student Guides.
3. Discuss with the class how to appropriately conduct a survey. Explain that surveys should be taken during unstructured times such as during lunch, before and after school, or recess.
4. Talk about how the “**target audience**” concept relates to a survey’s content. Explain how students should decide for what age group they are designing their toy. Example: If they are creating a toy for 11-year-old children, they must survey 11-year-old children, not 7-year old children.
5. Give the class a short survey to give them practice.
6. Monitor students’ progress as they design their surveys.
7. Discuss with each group what their **target age group** will be. In addition, find out whom the group plans to survey and when.
8. Make sure students are asking the kinds of questions that will allow them to draw conclusions that will support their toy’s sale potential.
9. Explain that students will need to decide what format to use for their survey. They may choose between making multiple copies of the survey for people to fill out, or they may have one copy and record individual responses using tally marks. *Supervise this decision to ensure that students understand the difference.*



*In the Student Guide, Survey #1 is a good survey. Help students to understand how it lives up to directions in the MARKET RESEARCH box on page 4.*

*You may want to use examples of surveys from magazines, newspapers, and/or web sites.*

*It is a good idea to make sure all surveys are approved by you before they are used.*

# DAILY DIRECTIONS - 7

## DAY 7: GROUP MARKET SURVEYS

### Materials

- Group Surveys

### Procedure

1. At the beginning of class, address any concerns about the surveys. Move around the room and read through the surveys and discuss with the groups their plans for conducting the surveys.
2. When you find an especially good example, have the group share that information with the rest of the class.
3. All groups should complete writing their surveys by hour's end.

## DAY 8: OBSERVATION

### Materials

- OBSERVATION FORM **M11** (one per group)
- Student Guides

### Procedure

1. By this time groups should have written their surveys and be in the process of conducting them.
2. Explain to the class that another way of gathering supporting details is through making observations and drawing conclusions.
3. Have groups make plans to observe the actions of kids in their target age group for 20 minutes and write down conclusions based on what the target age group is doing. Have them read page 5 in the Student Guide. *Go over the important points with them.*
4. Remind students that *during their observations they should **not** interact with their "subjects."*
5. The Public Relations Manager will work to help the group determine where and when the observation will take place. Tell the Public Relations Manager that you must approve the observation plan before any necessary arrangements are made.
6. Pass out an OBSERVATION FORM **M11** to each project group. Give groups time to work on their forms. Check with groups periodically to keep them on track. ***Ensure that they use their TALLY***

**IMPORTANT**

..... ***SHEETS as presented on p.4 in the Student Guide.***

**T**eaching  
tip →

*If any groups need to make arrangements for conducting their surveys, you may have to help them do this. (Consider explaining to other teachers what your class will be doing.)*

*Point out to students that they make observations all the time. For example, if they arrive at school and no one else is there, they may conclude that they have arrived at the wrong time or it's a vacation day!*

## DAILY DIRECTIONS - 8

7. Be available to meet with the Public Relations Managers to discuss each group's plan for observation. Advise the groups and help them focus in the right direction.

### DAY 9: GRAPHS

#### Materials

- GRAPH EXAMPLES **M12** for a display copy
- PERSUASIVE ESSAY MODEL **M13** for a display copy
- Student Guides

#### Procedure

1. Explain that students will use the market research they have gathered to develop supporting details in their persuasive writing.
2. Have the students review the market research examples in the Student Guide on page 5.
3. Demonstrate for students how some of the information could be represented by a graph of some kind. Project your GRAPH EXAMPLES **M12** overlay. Explain that graphs may prove helpful when it comes time for the board meeting. *(If students have access to a computer graphics program, have them make their graphs on computer. They can then **display** their graphs **like the ones on M12.**)*
4. Have students read page 6 in the Student Guide. Guide them to see how the facts gathered in the market research were used to showcase a need for a product in the PERSUASIVE ESSAY. This showcasing is what the students will need to do with the information they have gathered.
5. Have students review persuasive writing expectations found in the Student Guide. Explain that following this format will be very important.
6. Emphasize that students are not writing an emotional or dramatic commercial for their product. Instead, they need to present *facts* to the board of directors that justify the board supporting the company's need to develop and sell this particular toy.



*Of course, you will also have to explain to your students why companies have PROCEDURES MANUALS such as on pages 6-7 in their Student Guides.*

**#4—Note well:** Take the time necessary to help students with the math skills involved in creating graphs such as in the PIE and BAR GRAPHS on **M12**.

## DAILY DIRECTIONS - 9



Take time to explain this process carefully.

**#7b:** Students start with a strong reason and end with their strongest reason. The weakest reason is in the middle.

**#7c:** Page 6 of the Student Guide contains a model essay with Supporting Details from market research. Survey results and notes from research cards are also shown, on pages 4, 5 and 8.

**#8:** Consider meeting with the Senior Editors right after your essay explanation to the class, to clarify your expectations and answer any questions.

7. Display the BIKE LOCK PERSUASIVE ESSAY MODEL M13 overlay. Use it to do the following:
  - a. Explain that the **introductory paragraph** of this persuasive essay describes the item in a way that captures the interest of the reader and then makes a **general statement** about the toy that will be supported by the following paragraphs.
  - b. Each of the next three paragraphs presents a **reason** for producing the item, with **supporting detail** taken from **market research**. The strongest reason is presented last, the second strongest reason is presented first, and the third strongest reason is presented in the middle paragraph.
  - c. Emphasize how the authors used their market research data, bringing in **supporting details** from that research to support and explain each main reason.
  - d. The final paragraph is a **concluding paragraph** that summarizes the three reasons and makes a statement about how this product will enhance the company's future.
8. Ask the Senior Editors to lead their project group in the writing task. Explain that each person will be responsible for writing one of the first four paragraphs.
9. The group will then meet and confer about each person's writing. After revisions are made, the Senior Editor will help the group combine each person's paragraph into a four-paragraph essay. The group will work together to write the concluding fifth paragraph.
10. Move around the room while students are working on listing the facts to be used in their persuasive writing. Help groups make good decisions about which facts should be presented. Some groups may not be able to see how to find the facts from their market research or how to use these facts if found, and will need extra help.

### DAY 10: USE OF RESEARCH DATA

#### Materials

- Research data previously gathered
- Student Guides

#### Procedure

1. Use this time as an independent work day for the students.
2. Review with students the goals of persuasive writing. *Remind them they are not writing a commercial.* If you discover any common problems, teach to correct those problems.

## DAILY DIRECTIONS - 10

3. You may wish to set up group conferences on this day to check on individual progress. Otherwise, informal reading over the shoulder and addressing problems that come up should be sufficient.
4. After the groups have met, made revisions, and written the concluding paragraph, schedule a meeting with each group to conference on the revised piece of writing.

### DAY 11: VISUAL AIDS

#### Materials

- Visual aids materials
- TRADE SHOW INVITATION MODEL **M14** for a display copy ... + 3–4 copies for “artistic” students who agree to create a TRADE SHOW INVITATION related to the company’s name, logo, motto, and mission statement
- Student Guides

#### Procedure

1. Schedule this time as another independent work day.
2. Ask students to make visual aids and product prototypes for their presentations. Have materials available for this activity during student work time. Prototypes can be made in class or as assigned homework.
3. If you are planning to have a Trade Show with outside guests, project your **M14** overlay and discuss how the class needs to create a similar invitation that fits your new toy company. *These invitations should be sent home a week before the Trade Show is to take place.*
4. Remind students they may use a display copy or a large piece of paper for visual aids such as a graph.



*Either decide in advance which “artistic” students should create this invitation, or ask for volunteers today. In either case, carefully note: “these invitations should be sent home a week before the Trade Show is to take place.”*

### DAY 12: SPEECH PREPARATION

#### Materials

- Speech note cards or small squares of paper for each group
- PRESENTATION REVIEW **M15** (one per group)
- Student Guides

#### Procedure

1. Explain to the students that they are now going to take the information in their persuasive writing essay and use it to prepare their board meeting presentation.



## DAILY DIRECTIONS - 11



*In most cases, students will make the same points they wrote about in their persuasive writing essays.*

2. Remind students that the purpose of the board meeting is to present facts to the rest of the class (the company management) that will convince them that the product proposed by their project group has the potential to sell.
3. Further explain that each student will be responsible for giving one piece of information during the board meeting.
4. Review the format for students to use for board meeting presentations. Explain that the format of the information presented will be very similar to the format written in the persuasive writing piece; that is, there will be an introduction, three main reasons with supporting detail, and a conclusion.
5. Explain that each person in the group must make at least one point during the group's presentation.
6. Emphasize that *students should not memorize what they plan to say in the presentation*. Instead, they should use a small note card with information taken from the persuasive essay as a prompt while speaking. Emphasize, however, *they should not read directly from the card*. To this end, note cards should contain only key words, not complete sentences. *(Go over with your students the note cards examples on page 8 in the Student Guide.)*
7. Distribute the PRESENTATION REVIEW **M15** handout. Have students work as a group to fill in the information.
8. If students are going to use diagrams, a prototype, or a display copy during their presentations, demonstrate how this action should be done.

### DAY 13: SPEECH TRAINING

#### Materials

- PRESENTATION REVIEW **M15** (one per group)—handed out during Day 12
- Student Guides

#### Procedure

1. Explain to the students that you are going to be teaching them public speaking skills. Define “public speaking” and discuss as a class how the students feel about speaking in front of groups.

## DAILY DIRECTIONS - 12



*Often this is especially true for girls with high-pitched voices.*

2. Model for students inappropriate speaking behaviors: mumbling, exhibiting poor/no eye contact, speaking in a monotone voice, fidgeting, speaking softly, etc. Ask students to identify the problem behavior and why that problem keeps the speaker from being effective. Also discuss what could be done to correct the problems.
3. Show students how to make eye contact with all people in the room.
4. Demonstrate how a high-pitched voice irritates listeners. Have student volunteers practice projecting their voices. Point out that for many students lowering their voices to a lower pitch may help them be heard more clearly.
5. Emphasize that **how** they say something in a presentation is nearly as important as **what** they say.
6. Give students independent work time to finish the PRESENTATION REVIEW form and to begin practicing for the board meeting.

### DAY 14: BOARD MEETING PREPARATION

#### Materials

- PRESENTATION REVIEW **M15** (one per group)—handed out during Day 12

#### Procedure

1. Post a time schedule so that groups can confer with you for final approval on their PRESENTATION REVIEW form and note cards.
2. Make arrangements for snacks to have during a refreshment break, if interested. *(Your students will love snack breaks!)*
3. Discuss the board meeting. Ask the students to dress professionally for the board meeting.
4. Answer any questions about the board meeting procedures.
5. Meet with groups to review and approve presentation review plans and note cards. Give students time to practice in their groups.

*Business leaders often stress to employees that they should “dress for success.” If this concept interests you, explain and model it for your students.*

# DAILY DIRECTIONS - 13

## DAY 15: BOARD MEETING

### Materials

- Podium—if you are having students use one
- Food and drink—if you're having a refreshment break
- BOARD MEETING NOTES **M16** (two per student)

### Procedure

1. Set up your room for board meeting as illustrated on page 9.
2. Make arrangements for refreshments—if you're having a refreshment break.
3. Get students settled at the board meeting. Explain the expectations for being a “good” audience and “good” speakers.
4. Distribute two copies of the BOARD MEETING NOTES SHEET **M16** to each student.
5. Explain that they will need to take notes on each presentation to provide feedback to the presenters about how clearly they presented their information.
6. Students take notes on each group's presentation for evaluation purposes. Collect the notes at the end of the Board Meeting.



*Note: After you have evaluated your students' notes, hand them back to the group for individual and group feedback.*

## DAY 16: TRADE SHOW PREPARATION

### Materials

- TRADE SHOW DIAGRAM **M17** for display copy
- BUYER'S REGISTER **M18** (one for each person you expect to attend the trade show) + make a display copy for you to use with students in class and with trade show attendees

### Procedure

1. Show students how Trade Show booths will be set up and where they will be located.
2. If you are conducting the Trade Show after normal school hours, make sure students understand what time they and their parents are to arrive.

## DAILY DIRECTIONS - 14

3. Discuss “professional behavior” during the Trade Show. Explain that students will have to greet the adults who come to their booths, demonstrate their product, and then share one of the toy’s selling points. *Each person in the booth should explain a different selling point.* Stress that the adult may or may not stay to hear from each group member.
4. Emphasize how important it is for students to welcome the potential buyers who come to visit their booth. Explain that if the students are just standing around talking to each other, these potential buyers may not stay at the booth. Discuss with students *the confidence and focus any effective salesperson must demonstrate.* You should probably model both for students.
5. Project and explain the BUYER’S REGISTER overlay. Emphasize that the students will work to convince potential buyers that their toys will be successful and are worth buying.



*Stress that they will likely have to help trade show attendees understand the BUYER’S REGISTER.*

### DAY 17: TRADE SHOW

#### Materials

- TRADE SHOW DIAGRAM **M17** (one sample Trade Show format)
- BUYER’S REGISTER **M18** (one per expected guest)—handed out during Day 16 + your overlay of **M18**

#### Procedure

1. Set up the room as shown in the TRADE SHOW DIAGRAM **M17**, or in a way that works for your class and your available space.
2. If possible, have things set up prior to the end of the school day. If not, have students arrive at least 30 minutes prior to the start of the Trade Show to set up everything.
3. Gather parents and other Trade Show attendees in a separate room so you can explain the activity.
4. Explain their role in the Trade Show:
  - They will act as buyers for a large chain of toy stores.
  - They will go to each toy booth and listen to the information given.
  - After they have heard about each toy (or as many as possible), they should select three toys to purchase.
  - They should record this information on the BUYER’S REGISTER **M18**. At the end of the Trade Show, attendees should leave their completed BUYER’S REGISTERS in a special box.
5. Ask for attendees’ questions. Once everything is clear, send them off to experience the Trade Show.

*Project your **M18** BUYER’S REGISTER overlay and see that attendees understand how they fill it out. (Here is a good opportunity to showcase one of your capable student speakers who will explain the form to parents and others.)*

## DAY 18: EVALUATION

### Materials

- GROUP EVALUATION **M19** (one per group)
- INDIVIDUAL ASSESSMENT **M20** (one per student)

### Procedure

1. Explain to the class that an important part of learning is self-evaluation.
2. Ask the groups to fill out the GROUP EVALUATION **M19** form. Ask them to be thoughtful as they write answers to the questions.
3. If you would like your students to have an example of persuasive writing to keep as a part of a portfolio, you may wish to give each student an INDIVIDUAL ASSESSMENTSHEET **M20**. This sheet can help your students evaluate what they individually learned/experienced during the simulation. Ask students to write a persuasive essay about TOY COMPANY. Remind students of the skills they learned as they wrote their persuasive essays. Encourage them to apply those skills to this writing selection.
4. Collect these pieces of writing, evaluate them, and store them in portfolios. A sample of descriptive writing may also be appropriate.
5. If desired, the results from the trade show could be announced. A prize of some kind could also be given to the winning project group.



*Portfolios are an essential component of the educational trend to demonstrate **AU-THENTIC ASSESS-MENT** of students' learning.*

**COMPANY NAME,  
LOGO, MOTTO,  
and MISSION  
STATEMENT**  
Models



from the desk of **A. C. Bumpus**

## Mission Statement

**American Bicycle Company** Our goal at **ABC** is to delight and inform our customers about the world's finest bicycles. To accomplish this, **ABC** will work to achieve the following:

- deliver bicycles which consistently meet customers' expectations in quality, innovation, and value;
- expect employees to consistently achieve the highest possible standard of quality work;
- make clear and professional presentations of new products that give customers valuable information about these products; and
- ensure that management provides the leadership, training, materials, and information necessary to carry out these goals.

*A. C. Bumpus*

A. C. Bumpus  
President

*J. Clark*

J. Clark  
Chief Executive Officer



# Peaceful Toys

A graphic featuring the words "Peaceful Toys" in a large, bold, black serif font. The text is centered and overlaid on a light gray background. Behind the text, there are four stylized, light gray hands, each with fingers spread, positioned as if they are holding or supporting the words from below.

*Peaceful toys ... Peaceful children ... Peaceful world*

We dedicate ourselves to creating toys which will bring the world's children closer together and thus help make a safer world for children yet to come.



**Directions for making your ID BADGE:**

1. Discuss with your project group members how your group might design all your badges to be similar. As you discuss, consider the requirements listed below.
2. The badge must be 4 × 6 inches in size and be either a piece of cardboard or a piece of paper glued on a piece of cardboard. It must also have holes at the top where string or twine is tied so you can wear your ID BADGE around your neck.
3. Badge contents: your company name, your company logo, your picture—a head and shoulders school picture or home picture—if possible, your personal name, your project group #, your group role, and your company ID number.

## BRAINSTORMING IDEAS (HANDOUT) - MASTER 4

● List of ideas: \_\_\_\_\_

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● Five best ideas: \_\_\_\_\_

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● Best idea: \_\_\_\_\_

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## PROS AND CONS (HANDOUT) - MASTER 5

● **Toy #1:**

+ Pros:

– Cons:

● **Toy #2:**

+ Pros:

– Cons:

● **Toy #3:**

+ Pros:

– Cons:

● **Toy selected:**

## PRE-WRITE NOTES (HANDOUT) - MASTER 6

Project group # \_\_\_\_\_ Members: \_\_\_\_\_

● Toy selected: \_\_\_\_\_

\_\_\_\_\_

● Our toy will do the following: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

● Our toy will look like this: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

● Our toy will be made out of this: \_\_\_\_\_

\_\_\_\_\_

## PRODUCT DESCRIPTIONS (OVERLAY) - MASTER 7

● **Directions:** Read below the two product descriptions written by **American Bicycle Company** personnel. You will see that one is well written while the other is not. *All company written descriptions should be clear and easily understood.* As I read these descriptions, I came up with three important suggestions:

1. **The toy's appearance must be described in great detail.** The toy buyer should be able to imagine what the toy looks like after reading your description.
2. **What the toy does needs to be made very clear.** Without this information, toy buyers will not be able to make good decisions.
3. **Your writing must be both informative and enjoyable to read.** Such writing is difficult to achieve, but I have great confidence in you!

● **Product Description #1:**

The American Bicycle Company “**MUSCLE LOCK**” is really neat. It is a long cable that makes a loud noise when someone messes with it. It has a battery. It makes a loud noise. It can be stored in a small pouch.

● **Product Description #2:**

The American Bicycle Company “**MUSCLE LOCK**” provides maximum bike security with minimal weight. The lock system has a half-inch thick cable that is 36" long. The cable is high grade steel covered with various colors of plastic. When the two ends of the cable are inserted into the locking mechanism, a small electric circuit is completed. The locking mechanism is a hard, black plastic box with a hole in each end for the cables. The box is 3"x2"x2". Inside the box is a small but powerful battery, a speaker, a dye capsule, and a hole for a key. The total weight of the unit is 14 ounces, and it can be carried in a pouch that is 4"x6"x4".

When a bicycle is locked with this lock, it can be unlocked only by a person with a key. If someone tampers with the lock (for example, cutting the cable), a 45-second alarm will sound. The blast will be at 120 decibels. In addition, three seconds after the alarm sounds, the ink capsule will explode and spray the person with bright green semi-permanent ink. The owner of the lock will be able to disarm the lock with the key.



## PRODUCT REVIEW (HANDOUT) - MASTER 8

● **Directions:** Please have your first draft of your product description reviewed by two people—one must be the **CEO** of the new Toy Company—before you begin to plan your market research or presentation. **Note:** *Reviewers will evaluate this piece of writing based on how clearly the toy has been described.*

● **Instructions to the reviewer:** Please read this product description. After you have read the description, please make a few comments regarding the effectiveness of the description on this piece of paper. The goal of these authors is to create a clear picture for you of what their toy looks like and what it does. Thank you for your time.

Date of review: \_\_\_\_\_ **CEO:** \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date of review: \_\_\_\_\_ **Reviewer:** \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## PERFORMANCE REVIEW (HANDOUT) - MASTER 9

**Directions:** Read through the following list. Circle the number that best describes your group's product description. This performance review will be completed by both the group and the CEO. The score must be a three or above to be satisfactory. A satisfactory rating must be achieved before your group may proceed.

☐ **5** Description extremely clear, visual, and accurate

- The description draws a picture with words of our toy.
- The words used are interesting and colorful but not overdone.
- The reader gets an exact picture of what the toy looks like and what it does.
- The sentence structure is varied and interesting to read.

☐ **3** Description is clear but not striking

- The description describes what the toy looks like.
- The words used are mostly ordinary but some are interesting.
- The reader gets a fairly good idea of what the toy looks like and what it does.
- The sentence structure is average and the paper is readable.

☐ **1** Description is unclear, misleading, and confusing

- The description does not fully describe what the toy looks like.
- The words used are ordinary and sometimes unclear.
- The reader is confused about what the toy looks like and what it does.
- The sentence structure is poor and the paper is not readable.

Group evaluation: \_\_\_\_\_ CEO evaluation: \_\_\_\_\_

## American Bicycle Company Market Survey

● **Survey #1** (Given to 16 girls ♀ and 10 boys ♂ –Grade 5)

**American Bicycle Company** researchers asked the following questions while they surveyed 26 fifth graders who were not using a cable type of bicycle lock.

	Girl(s) ♀	Boy(s) ♂
1. Why do you use the type of lock you are using?		
A. Safest available:	10	10
B. Convenience:	4	0
C. Don't know:	2	0
2. What is important to you in a bicycle lock?		
A. Security:	5	5
B. Easy to use:	5	2
C. Lightweight:	5	3
D. Appearance:	1	0
3. What don't you like about your bicycle lock?		
A. Unsafe:	1	5
B. Heavy and awkward to use and carry:	10	5
C. Appearance:	5	0
D. Nothing:	0	0

# OBSERVATION FORM (HANDOUT) - MASTER 11

Setting: \_\_\_\_\_

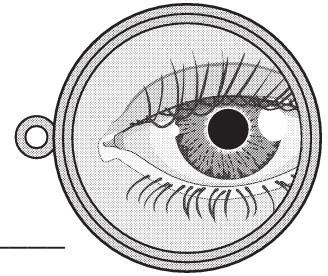
Date of observation: \_\_\_\_\_

Time of observation start: \_\_\_\_\_ Time, end: \_\_\_\_\_

Length of observation: \_\_\_\_\_

Number of subjects observed: \_\_\_\_\_

Age range: \_\_\_\_\_ Target age range: \_\_\_\_\_



Focus of observation: \_\_\_\_\_

\_\_\_\_\_

What you actually observed:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

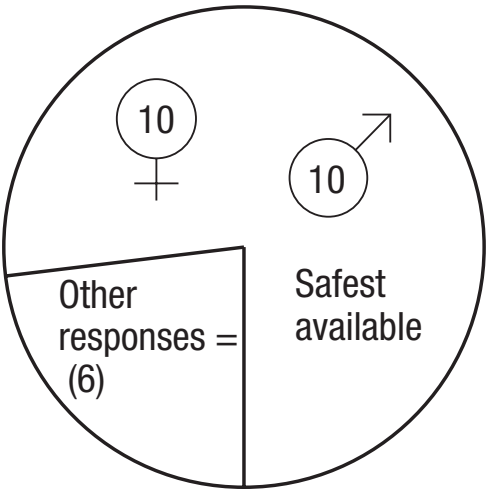
5. \_\_\_\_\_

\_\_\_\_\_

# American Bicycle Company Graphs

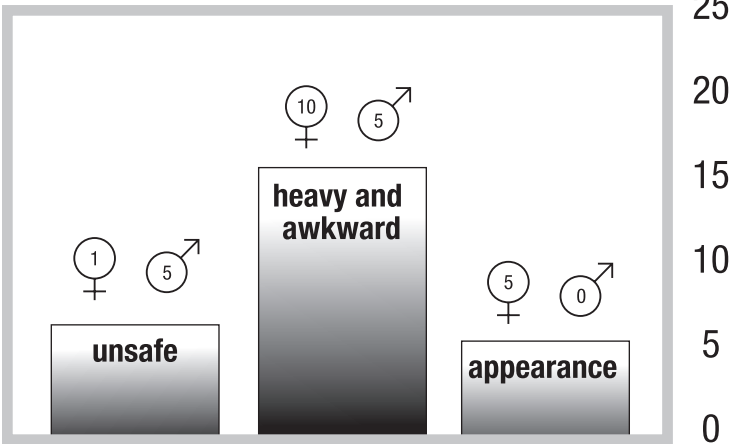
● **American Bicycle Company** researchers created the following two graphs after examining the results from two of Survey 1's questions. *(See data on page 4 in Student Guide or the Market Survey data on Master 16 in this Teacher Guide.)*

● The response to **Question 1** chosen most often was **A**. To show the data in a graph, the researchers made this **PIE GRAPH**:



Why do you use the type of lock you are using?

● Responders chose three of the four responses to **Question 3**. The researchers made this **BAR GRAPH** to show how the three responses differed.



What don't you like about your bicycle lock?

● **Note:** *Your teacher may wish to introduce you to another graph form to use—the **LINE GRAPH**.*

## The American Bicycle Company's "MUSCLE LOCK"

*Capture  
your  
readers'  
attention.*

➤ The American Bicycle Company "MUSCLE LOCK" bike-locking mechanism is the most innovative new piece of bicycle technology to hit the market in several years. This lock is able to sound an alarm and cover a potential thief with semi-permanent ink if the lock is tampered with. Of those students who ride a bicycle to school, 95% of them lock their bikes. Most students reported disliking the awkwardness of their bike lock. Students and parents are very worried about the safety of bicycles during the school day. This lock has the potential to revolutionize the way people think about the safety of locked-up bicycles.

*Make  
your first  
point.*

➤ To begin with, most people who ride bikes use a bicycle lock. Of the 83 students we observed, 79 of them used a lock on their bicycles. Obviously, people are concerned with the safety of their bicycles when they leave them alone. The "MUSCLE LOCK" will meet a need in the market for an even safer, easier to use lock.

*Make  
your  
second  
point.*

➤ A second point to consider is that a bicycle lock that is too heavy and awkward to use may not be used at all. Twenty-three of the 36 students we surveyed reported that the thing they disliked most about their bike lock was its weight and awkwardness. Since the "MUSCLE LOCK" weighs only fourteen ounces, it is very easy to carry. Additionally, the "MUSCLE LOCK" can be stored in a carrying case that is smaller than most books.

*Make  
your final  
point.*

➤ Finally, bike theft can be devastating to any bicycle owner. People take the time to lock their bicycles because they are concerned with the safety of the bikes they love. The "MUSCLE LOCK" locking mechanism provides a level of safety and peace of mind previously unknown in the bicycle world. This new lock makes a locked bike more secure than any lock ever before. As a result, the owner no longer has to worry about theft.

*See that  
your final  
paragraph  
pulls  
everything  
together.*

➤ In summary, the American Bicycle Company's "MUSCLE LOCK" bike-locking mechanism has the potential to be very successful in the current market. The "MUSCLE LOCK" is lightweight and easy to carry, something our market research showed was very important to most bike lock users. The fact that this lock sounds an alarm and sprays a semi-permanent substance which would identify any thief, things no other lock does, makes it very attractive to potential buyers. The "MUSCLE LOCK" can bring confidence to bicycle riders that their bikes will still be there when they return. The "MUSCLE LOCK" is sure to be a major success.





# CLASSICAL TOYS COMPANY

*Toys bringing beauty into  
children's minds and spirits*

Mrs. Andrews' students from  
Room 34 of **Oak View  
Elementary School**  
invite you to attend  
the TRADE SHOW of their  
**CLASSICAL TOYS COMPANY.**

- All our toys lead parents and children to explore art and history *together*.
- **Time:** 7:30 pm • **Date:** May 23, 1997
- **Place:** The school auditorium
- **Parents:** Bring all your children. They will be delighted just as you will be delighted.

# PRESENTATION REVIEW (HANDOUT) - MASTER 15

**Directions:** Your presentation plan must be approved by the CEO of the Toy Company prior to the presentation date. Please complete this document and return it to the CEO. You will be meeting with the CEO to discuss this information.

Project group #: \_\_\_\_\_ Toy: \_\_\_\_\_

**Introduction** Given by: \_\_\_\_\_

**Selling Point #1** Given by: \_\_\_\_\_

**Selling Point #2** Given by: \_\_\_\_\_

**Selling Point #3** Given by: \_\_\_\_\_

**Conclusion** Given by: \_\_\_\_\_

**Note:** Each supporting detail must be based on something. Please note the basis for each of your three supporting details. If the supporting detail is based on market research, please indicate this here\*. Additionally, please note if you will use any market research visual aids during the presentation.

**Supporting detail for Selling Point #1:** \_\_\_\_\_

\* Based on: \_\_\_\_\_

**Supporting detail for Selling Point #2:** \_\_\_\_\_

\* Based on: \_\_\_\_\_

**Supporting detail for Selling Point #3:** \_\_\_\_\_

\* Based on: \_\_\_\_\_

**Supplies needed** for the presentation: \_\_\_\_\_

\_\_\_\_\_

# BOARD MEETING NOTES (HANDOUT) - MASTER 16

Project group #: \_\_\_\_\_ Product name: \_\_\_\_\_

**Selling Point #1:** \_\_\_\_\_

Supporting detail: \_\_\_\_\_

**Selling Point #2:** \_\_\_\_\_

Supporting detail: \_\_\_\_\_

**Selling Point #3:** \_\_\_\_\_

Supporting detail: \_\_\_\_\_

Comment on this question: ***Will it sell?*** \_\_\_\_\_

\_\_\_\_\_

Project group #: \_\_\_\_\_ Product name: \_\_\_\_\_

**Selling Point #1:** \_\_\_\_\_

Supporting detail: \_\_\_\_\_

**Selling Point #2:** \_\_\_\_\_

Supporting detail: \_\_\_\_\_

**Selling Point #3:** \_\_\_\_\_

Supporting detail: \_\_\_\_\_

Comment on this question: ***Will it sell?*** \_\_\_\_\_

\_\_\_\_\_

Project group #: \_\_\_\_\_ Product name: \_\_\_\_\_

**Selling Point #1:** \_\_\_\_\_

Supporting detail: \_\_\_\_\_

**Selling Point #2:** \_\_\_\_\_

Supporting detail: \_\_\_\_\_

**Selling Point #3:** \_\_\_\_\_

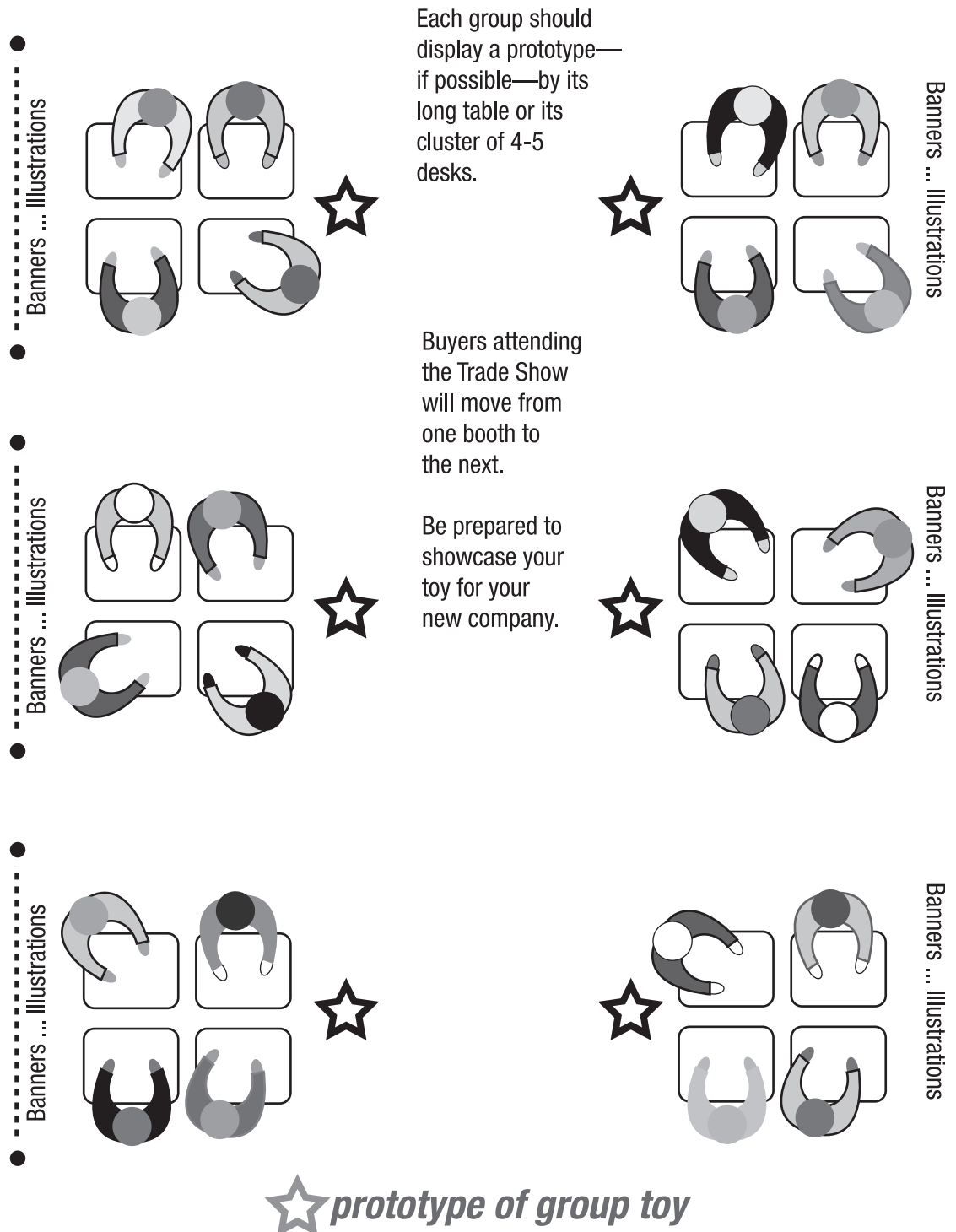
Supporting detail: \_\_\_\_\_

Comment on this question: ***Will it sell?*** \_\_\_\_\_

\_\_\_\_\_

# TRADE SHOW DIAGRAM (OVERLAY) - MASTER 17

**Students:** This is only a sample diagram. After viewing it, why don't you brainstorm how it can be improved for your school location? The you will feel that your TRADE SHOW is even more **your** trade show.



**BUYER’S REGISTER (HANDOUT/OVERLAY) - MASTER 18**

● **Directions:** As a buyer for one of the nation’s largest toy stores, you have been sent to this trade show to purchase toys. Your goal is to purchase three toys that you feel are most likely to be top selling toys in your market. Take a few minutes to visit the various booths and listen to the different presentations. Once you have learned about all the different toys, please indicate on this register the toys you would most like to purchase. You may purchase only 500 units. For the purpose of this simulation, cost will not be a factor. Indicate how you would like your 500 units divided, and turn your sheet in before leaving. Thank you for your time and participation. Enjoy!

Toy	Number of units
1. _____	_____
2. _____	_____
3. _____	_____

Total (not to exceed 500)

# GROUP EVALUATION (HANDOUT) - MASTER 19

● Project Group # \_\_\_\_\_

**Directions:** Fill out the following evaluation.

The **things we did well** were ... \_\_\_\_\_

---

---

One thing the **Senior Editor** was good at was ... \_\_\_\_\_

---

---

One thing the **Public Relations Manager** was good at was ... \_\_\_\_\_

---

---

One thing the **Graphics Manager** was good at was ... \_\_\_\_\_

---

---

One thing the **Chairperson** was good at was ... \_\_\_\_\_

---

---

The thing we **liked best** about this activity was ... \_\_\_\_\_

---

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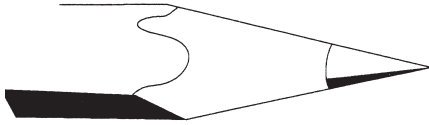
The thing we think **should be changed** about this activity is ... \_\_\_\_\_

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## INDIVIDUAL ASSESSMENT (HANDOUT) - MASTER 20



**Directions:** Throughout this **TOY COMPANY** simulation, you have focused on learning how to write and speak persuasively. Use the space on both sides of this sheet to write a *persuasive* essay about **TOY COMPANY** and whether or not it should be used by your teacher with next year's students. *Your goal is to convince*. Remember what you have learned about being persuasive. Use the model you learned from page 6 of your Student Guide.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# Teacher Feedback Form

At Interact, we constantly strive to make our units the best they can be. We always appreciate feedback from you—our customer—to facilitate this process. With your input, we can continue to provide high-quality, interactive, and meaningful instructional materials to enhance your curriculum and engage your students. Please take a few moments to complete this feedback form and drop it in the mail. Address it to:

**Interact • Attn: Editorial**  
10200 Jefferson Blvd. • P.O. Box 802  
Culver City, CA 90232-0802

or fax it to us at **(800) 944-5432**

or e-mail it to us at **access@teachinteract.com**

***We enjoy receiving photos or video of our units in action!  
Please use the release form on the following page.***

Your Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

E-mail: \_\_\_\_\_

Interact Unit: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Release Form for Photographic Images

## ***To Teachers:***

To help illustrate to others the experiential activities involved and to promote the use of simulations, we like to get photographs and videos of classes participating in the simulation. Please send photos of students actively engaged so we can publish them in our promotional material. Be aware that we can only use images of students for whom a release form has been submitted.

## ***To Parents:***

I give permission for photographs or videos of my child to appear in catalogs of educational materials published by Interact.

Name of Student: \_\_\_\_\_ (print)

Age of Student: \_\_\_\_\_ (print)

Parent or Guardian: \_\_\_\_\_ (print)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Address:

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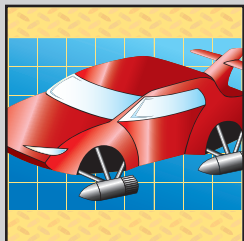
Phone: \_\_\_\_\_

## **Interact**

10200 Jefferson Blvd.  
Culver City, CA 90232-0802  
310-839-2436







# STUDENT GUIDE

# TOY COMPANY

A writing and speaking simulation in which students develop toys for the children and youth market

..... from the desk of **A. C. Bumpus**

**Dear Employee:**

As the president of this yet to be named new toy company, I welcome you to our new team project! Since you are now both an owner as well as an employee, I have big plans for you. At this beginning of our design year, we have only a short time to put together the toys we must exhibit to toy buyers at the regional trade show. To stay competitive in this market, we must have quality toys presented by well-prepared teams. I am confident in your ability and desire to help!

Because our team concept is new to this field, let me explain a little about our company organization. The company is headed by your teacher, the **Chief Executive Officer (CEO)**, who is responsible for directing and guiding you. You, as an owner/employee, are a member of the company's board of directors. Each board member has been assigned to a **project group**. Your responsibility is to work with your other group members to design a toy to present to the rest of the board of directors. After our new toys have been approved at a board meeting, we will showcase toy prototypes at the regional trade show.

While working for our company, you will learn and practice valuable speaking and writing skills. You must focus diligently on developing these skills. Without them our new toy company has no hope for survival in the highly competitive toy market. I expect you to act professionally by working loyally to uphold our company's high standards. I am sure that you will meet our high goals. Finally, I look forward to celebrating our success with you during the demanding days ahead!

Sincerely,

*A. C. Bumpus*

A. C. Bumpus, president



# Company Name, Mission Statement, Logo and Motto



## ● First task

As TOY COMPANY employees, you must first create for your new toy company a company **name**, **mission statement**, **logo** and **motto**. (You likely know what a name and a motto are, but do you know what a mission statement and a logo are?)

## ● Samples

On the top two-thirds of this page, A. C. Bumpus, the president of the new toy company, has provided samples to guide you in your first task. Notice the name of another Bumpus company—**ABC: American Bicycle Company**. Its logo and motto are above. On the right is the company's mission statement.

from the desk of **A. C. Bumpus**  
**Mission Statement**

**American Bicycle Company** Our goal at **ABC** is to delight and inform our customers about the world's finest bicycles. To accomplish this, **ABC** will work to achieve the following:

- deliver bicycles which consistently meet customers' expectations in quality, innovation and value;
- expect employees to consistently achieve the highest possible standard of quality work;
- make clear and professional presentations of new products that give customers valuable information about these products; and
- ensure that management provides the leadership, training, materials and information necessary to carry out these goals.

*A. C. Bumpus*

A. C. Bumpus  
President

*J. Clark*

J. Clark  
Chief Executive Officer

from the desk of **A. C. Bumpus**

## Role Descriptions

Each member of the Board of Directors will have a role with specific responsibilities. Board members must work together to be successful in these roles:

- The **Senior Editor**
  - a) oversees final written copies of all work to be given to the CEO; and
  - b) confers with other members on their individual written work.
- The **Public Relations Manager**
  - a) arranges for project members to do market research;
  - b) manages data collected through surveys and observations; and
  - c) acts as spokesperson for the project group.
- The **Graphics Manager**
  - a) manages the production of the prototype and diagram of the toy to be presented during the board meeting; and
  - b) works with the Public Relations Manager to graph market survey results.
- The **Chairperson**
  - a) keeps project group members on task;
  - b) organizes and holds all important group documents; and
  - c) acts as liaison between the CEO and project group members.

## ● Questions

If you have any questions about your role responsibilities, simply ask your CEO to answer them before the simulation begins.





# Toy Ideas and Product Descriptions

## ● Brainstorming

First study the A. C. Bumpus memo on the right. Watch and listen carefully as your CEO expands upon what this memo says and then conducts a practice session with all you employees.

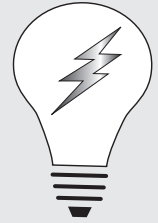
Next apply what you have learned and practiced as you work with your group members and other company employees to generate ideas for new, exciting company toys.

●●●●● from the desk of **A. C. Bumpus**

## Brainstorming Toy Ideas

Since you have adopted a new **company name**, **mission statement**, **motto** and **logo**, you now must “**brainstorm**” possible toy ideas.

1. Write down the ideas as quickly as managers speak them.
2. Do not evaluate any ideas immediately.
3. Once your group has heard and listed at least 20 ideas, go back and, as a group, examine the list.
4. Evaluate each idea, crossing out ones that do not sound attractive and/or practical.
5. During this evaluation phase, respect the person who came up with the idea. (When you rule out an idea, do so without hurting the inventor's feelings.)
6. When the idea list has been shortened to four or five ideas, list the good and bad points of each one on the PROS & CONS handout.
7. Use this information to reach a final decision on narrowing the list to the one on which your project group will work.



●●●●● from the desk of **A. C. Bumpus**

## Product Descriptions

Read these two product descriptions written by **American Bicycle Company** personnel. You will see that one is well written while the other is not. All company written descriptions should be clear and easily understood. As I read these descriptions, I came up with three important suggestions:

1. **The toy's appearance must be described in great detail.** The toy buyer should be able to imagine what the toy looks like after reading your description.
2. **What the toy does needs to be made very clear.** Without this information, toy buyers will not be able to make good decisions.
3. **Your writing must be both informative and enjoyable to read.** Achieving such writing is a difficult task, but I have great confidence in you!

### ● Product Description #1:

The American Bicycle Company “**MUSCLE LOCK**” is really neat. It is a long cable that makes a loud noise when someone messes with it. It has a battery. It makes a loud noise. It can be stored in a small pouch.

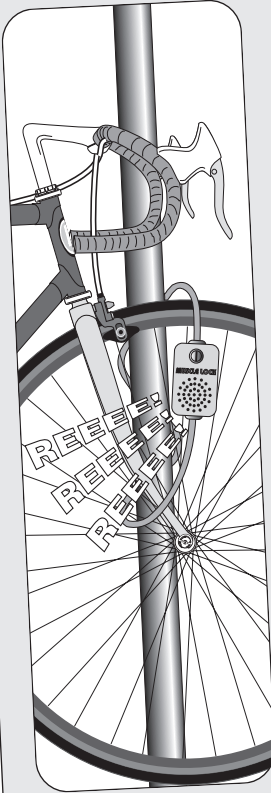
### ● Product Description #2:

The American Bicycle Company “**MUSCLE LOCK**” provides maximum bike security with minimal weight. The lock system has a half-inch thick cable that is 36” long. The cable is high grade steel covered with various colors of plastic. When the two ends of the cable are inserted into the locking mechanism, a small electric circuit is completed. The locking mechanism is a hard, black plastic box with a hole in each end for the cables. The box is 3”x2”x2”. Inside the box is a small but powerful battery, a speaker, a dye capsule, and a hole for a key. The total weight of the unit is 14 ounces, and it can be carried in a pouch that is 6”x4”x4”.

When a bicycle is locked with this lock, it can be unlocked only by a person with a key. If someone tampers with the lock (for example, cutting the cable), a 45-second alarm will sound. The blast will be at 120 decibels. In addition, three seconds after the alarm sounds, the ink capsule will explode and spray the person with bright green semi-permanent ink. The owner of the lock will be able to disarm the lock with the key.

## ● Product descriptions

Within your project work group, focus your attention. Study and then discuss the two product descriptions on the right. They were written by A. C. Bumpus' **American Bicycle Company** employees.



# Market Research and Market Surveys

## ● Market research

Once again study the Bumpus memo on the right. Watch and listen carefully as your CEO expands upon what this memo says.

from the desk of **A. C. Bumpus**

## Market Research

Now we must think about **market research**. I have enclosed copies of **surveys** and an **observation** completed by the “**MUSCLE LOCK**” team of the **American Bicycle Company**. I hope you will find these things helpful. I also wanted to remind you of company policy regarding surveys and observations. (See bulleted items immediately below.)

- **Keep your surveys short.** They should give people options from which to choose. A good survey will not directly ask the subjects if they think they would use the product.
- The **minimum number** of people to survey is **25**.
- **Observe people only in your target age range.** Carefully determine this age group prior to going out to observe. Additionally, while you are observing, remember that you are a researcher who should not interact in any way with those persons whom you are observing.
- **Observations** should last between **15 and 20 minutes**.

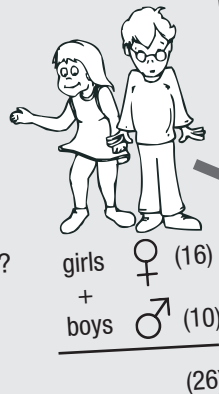
from the desk of **A. C. Bumpus**

## Market Surveys

### ● Survey #1

**American Bicycle Company** researchers asked the following questions while they surveyed 26 fifth graders (16 girls ♀ and 10 boys ♂) who were using a cable type of bicycle lock.

1. Why do you use the type of lock you are using?
  - A. Safest available
  - B. Convenience
  - C. Don't know
2. What is important to you in a bicycle lock?
  - A. Security
  - B. Easy to use
  - C. Lightweight
  - D. Appearance
3. What don't you like about your bicycle lock?
  - A. Unsafe.
  - B. Heavy and awkward to use and carry
  - C. Appearance
  - D. Nothing



### ● Survey #2

**American Bicycle Company** researchers asked the following questions while they surveyed people who ride bicycles.

1. Do you use a bicycle lock?
  - A. Yes
  - B. No
  - C. Most of the time
  - D. Almost never
2. What is important to you in a bicycle lock?
  - A. Security
  - B. Easy to carry and use
  - C. Appearance
  - D. Other

## ● Application

Next apply what you have learned and practiced as you work with group members to do effective market research.

Be sure you use a **TALLY SHEET** upon which you record answers given by the people whom you survey. Here is an example of a **TALLY SHEET** **American Bicycle Company** researchers kept for **Survey #1**:

TALLY SHEET (Survey #1)		
(Twenty-six 5th graders)		
	GIRLS ♀	BOYS ♂
1A		
1B		
1C		
2A		
2B		
2C		
2D	I	
3A	I	
3B		
3C		
3D		

# Market Research and Observations

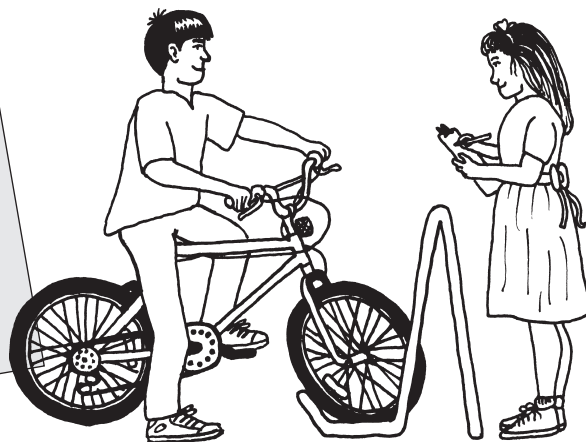
..... from the desk of **A. G. Bumpus**

## Market Observations

1. While you are preparing your observation, be sure you have written down **exactly what you hope to find out** from your observation.
2. In the **American Bicycle Company** Observation below, their researchers were **looking for information that would support their claim** that people would like to use their kind of lock.
3. As you prepare to observe, **write a list of things to look for** to support your claim that people will use the toy you are designing.
4. Your **CEO** will give you an **Observation Form** that you will use to prepare for and carry out your observation.

## Market observations

Bumpus' memo at the left gives suggestions about preparing to do an Observation. Keep these suggestions in mind as you examine the **American Bicycle Company** Observation below.



..... from the desk of **A. G. Bumpus**

## American Bicycle Company Observation

Setting: Bike rack at Elm View Elementary School

Date of observation: October 11, 1996

Time of observation start: 8:45 am Time, end: 9:05 am

Length of observation: 20 minutes

Number of subjects observed: 83

Age range: 5-12 years Target age range: 7 years and up

Focus of observation:  
We wish to find out if these subjects would likely wish to use our company's bike lock.

What you actually observed:

1. 9 used no locks
2. 74 used locks
3. 42 used cable or chain locks
4. 32 used other kinds of locks

## The Observation form

Notice how **American Bicycle Company** researchers filled the blanks in the **OBSERVATION FORM** on the right.

If anything isn't clear to you, ask your CEO to explain.

American Bicycle Company Observation

Setting: mmmm mm mmmmm mm mmm mm mmm

Date of observation: mmmm mm mm mmm mm

Time of observation start: mmmm Time end: mmmm

Length of observation: mm mm mmm mm

Number of subjects observed: mmmm

Age Range: mmmm Target Age Range: mmmm

Focus of observation: mmmm

What you actually observed:

1. mmmm
2. mmmm
3. mmmm
4. mmmm



# Procedures Manual and Essay Example

from the desk of **A. C. Bumpus**

## from Procedures Manual

### (Section 14, Page 67)

1. Each new product idea must be presented in a five-paragraph essay format. Project group members must follow this set format while writing the essay to present any idea to the CEO and board of directors. Failure to follow this format will result in the group being asked to rewrite its idea using the five-paragraph essay format.
  - **Paragraph #1** briefly introduces the product. Additionally, it must show the product's potential for success and summarize the three selling points to be presented.
  - **Paragraph #2** presents the first selling point—a fairly strong point. (The strongest point will be made last, but you don't want to start off with a weak point.) Add specific details that support your selling point. Use your research data if relevant.
  - **Paragraph #3** presents the second selling point. Add specific details that support this selling point. Use your research data if relevant.
  - **Paragraph #4** presents the strongest and most convincing selling point. Definitely use research data here.
  - **Paragraph #5** is the concluding paragraph. Summarize the previous three points here. Give special attention to highlighting the strongest selling point. Make obvious why your project group thinks this product will be a success.

### ● Language

Notice the language tone in this manual; it shows how serious A.C. Bumpus is about this five-paragraph format. Study the procedures on the left very carefully while you examine the essay model below.

from the desk of **A. C. Bumpus**

## Persuasive Essay Model

Capture your readers' attention.

The American Bicycle Company "**MUSCLE LOCK**" bike-locking mechanism is the most innovative new piece of bicycle technology to hit the market in several years. This lock is able to sound an alarm and cover a potential thief with semi-permanent ink if the lock is tampered with. Of those students who ride a bicycle to school, 95% of them lock their bikes. Most students reported disliking the awkwardness of their bike lock. Students and parents are very worried about the safety of bicycles during the school day. This lock has the potential to revolutionize the way people think about the safety of locked-up bicycles.

Make your first point.

To begin with, most people who ride bikes use a bicycle lock. Of the 83 students we observed, 79 of them used a lock on their bicycles. Obviously, people are concerned with the safety of their bicycles when they leave them alone. The "**MUSCLE LOCK**" will meet a need in the market for an even safer, easier to use lock.

Make your second point.

A second point to consider is that a bicycle lock that is too heavy and awkward to use may not be used at all. Twenty-three of the 36 students we surveyed reported that the thing they disliked most about their bike lock was its weight and awkwardness. Since the "**MUSCLE LOCK**" weighs only fourteen ounces, it is very easy to carry. Additionally, the "**MUSCLE LOCK**" can be stored in a carrying case that is smaller than most books.

Make your final point.

Finally, bike theft can be devastating to any bicycle owner. People take the time to lock their bicycles because they are concerned with the safety of the bikes they love. The "**MUSCLE LOCK**" locking mechanism provides a level of safety and peace of mind previously unknown in the bicycle world. This new lock makes a locked bike more secure than any lock ever before. As a result, the owner no longer has to worry about theft.

See that your final paragraph pulls everything together.

In summary, the American Bicycle Company's "**MUSCLE LOCK**" bike-locking mechanism has the potential to be very successful in the current market. The "**MUSCLE LOCK**" is lightweight and easy to carry, something our market research showed was very important to most bike lock users. The fact that this lock sounds an alarm and sprays a semi-permanent substance which would identify any thief, things no other lock does, makes it very attractive to potential buyers. The "**MUSCLE LOCK**" can bring confidence to bicycle riders that their bikes will still be there when they return. The "**MUSCLE LOCK**" is sure to be a major success.

# Procedures Manual and Board Meeting

from the desk of **A. C. Bumpus**  
from Procedures Manual

## ● Language

Once again the language tone at the right shows how serious A. C. Bumpus is about your following company procedures. Carefully study everything which appears on this page.

### (Section 24, Page 33)

Each member of the project group must participate in the presentation to the board at the board meeting. Each person must make at least one point. The information presented in the board meeting will be similar to the essay which was turned in to the CEO.

### (Section 25, Page 33)

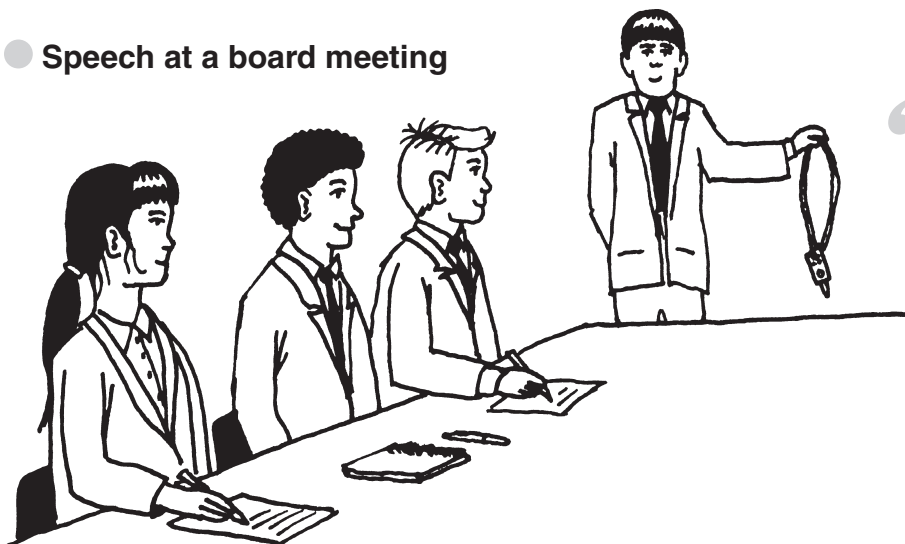
#### Board Meeting Presentation Outline

- I. **Introduction** consists of a detailed product description. A diagram or prototype may be shown at this time. It should also be made clear why your project group thinks this product has the potential to succeed.
- II. **Selling point 1** Present your first selling point and give supporting detail.
- III. **Selling point 2** Present your second selling point and give supporting detail.
- IV. **Selling point 3** Present your third selling point and give supporting detail.
- V. **Summary** Summarize your selling points. End by emphasizing why this toy will be successful.

### (Section 26, Page 34)

1. While you are speaking in front of the board of directors, you are representing our company. Therefore, **be professional** while you are speaking. These recommendations can help you be an even better public speaker:
  - **Make eye contact** with all the people in your audience. Do not look only in one direction. Work at “touching” all parts of the room with your eyes.
  - **Project your voice.** If people cannot hear you, it does not matter what you are saying. You have worked very hard on this project and what you have to say is worth hearing.
  - **Stand still.** If you wiggle around, people will concentrate more on what you are doing than on what you are saying. Stand in a comfortable position—but no hands in pockets!
  - **Do not read from your note cards.** You should know your information very well. Try to have it practiced so well that it is as if you were having a normal conversation. The best way to do this is to practice your speech in front of a mirror.
  - If you are using props (e.g., a diagram poster, a display copy or a prototype), **practice using these props** before the board meeting so that everything goes smoothly. You do not want your audience to be so distracted by what you are doing that they do not hear what you are saying.

## ● Speech at a board meeting



“The ‘MUSCLE LOCK’ is lightweight and easy to carry, something our market research showed us was very important to most bike lock users. Don’t forget that this lock sounds an alarm and sprays a semi-permanent substance which would later identify any thief. What other lock does so many things so well? **American Bicycle** has a sure winner with this design!”

# Board Meeting Presentation

## Note cards

A. C. Bumpus, your company president, remains serious about your doing a good job.

Discuss this question with your project group members: What are the sources for the **Research Data Note Cards** and the **Speech Note Cards** below?

Carefully study everything which appears on this page.

from the desk of **A. C. Bumpus**

## Board Meeting Comments

Soon you will be preparing your board meeting presentations. Here are some final comments.

1. I have included copies of research and presentation note cards used by my **American Bicycle Company** managers during a board meeting presentation. Study these copies carefully.
2. When you are giving a speech, you should be so familiar with what you are saying that your audience feels you are talking with them rather than talking at them.
3. Do not attempt to completely memorize what you are going to say and do! Simply know your material thoroughly and share your knowledge enthusiastically with your audience.
4. If you make your note cards too detailed, you will be tempted to read them all. No audience wants to hear a speaker read.
4. Here are three keys to a good presentation: 1-Know your topic. 2-Be prepared. 3-Make certain you have practiced, practiced, practiced.
5. Good luck. I know that because you will work hard, you will be satisfied with your results!

## Research Data Note Cards

used while creating

## Speech Note Cards

The **"MUSCLE LOCK"** is the most innovative piece of bicycle technology to hit the market in several years.

Most people who ride bikes use a bike lock. Of the 83 students we observed, 79 of them used a lock.

The **"MUSCLE LOCK"** will succeed. It is light-weight and easy to carry—what market research showed people wanted along with security.

Twenty-three of 36 students surveyed reported disliking bike locks that were heavy and awkward.

People want their bikes to be safe. The **"MUSCLE LOCK"** mechanism provides a level of safety previously unknown.

The **"MUSCLE LOCK"** is an innovative piece of bicycle technology.

\*Show prototype\*

Seventy-nine out of 83 students observed used a bike lock.

The **"MUSCLE LOCK"** makes bikes safer than ever before. As a result, the bike owner feels very secure.

Students do not like using heavy, awkward bike locks.

\*\*Show graph\*\*

The **"MUSCLE LOCK"** will succeed. Why?

- People use locks.
- People do not like heavy, awkward locks.
- People want to be ...

... free of worry about theft.

The **"MUSCLE LOCK"** will definitely be a **SUCCESS!**