

## **DYNAMICS OF CLOTHING II**

**UNIT VI:** *CAREER OPPORTUNITIES*

**TOPIC B:** **ENTREPRENEURSHIP OPPORTUNITIES**

**OBJECTIVE:** Students will be able to identify entrepreneurship opportunities related to the textiles and apparel field.

**CONCEPT:** There are many opportunities for entrepreneurship related to the textiles and apparel field. Frequently these can simply be a cottage industry whereby the homemaker can have a source of income and still be home with the children. The purpose of this unit is to explore these opportunities.

**COMPETENCIES:**

1. Identify entrepreneurship/home-based industry opportunities related to textiles and apparel.
2. Assess the advantages and disadvantages of entrepreneurship opportunities related to textiles and apparel.
3. Examine the characteristics, work ethics, and personal discipline required of successful entrepreneurs.
4. Recognize and use standard business terms.
5. Set up a home-based business (in theory or reality) related to textiles and apparel, based on the application of sewing skills for profit.

OR

Establish a group industry related to textiles and apparel, based on the application of sewing skills for profit.



**OPTIONS/ACTIVITIES**

**SUPPLIES NEEDED**

- |    |   |   |
|----|---|---|
| 1. | Opportunities Galore!   | Large piece of butcher paper or newsprint<br>Large markers  |
| 2. | The Good and the Bad of Entrepreneurship                                      | Copies of student activity guide (II-VI-45)   |
| 3. | Entrepreneurial Guest Speaker   | None  |
| 4. | Is Entrepreneurship For Me?   | 8½-inch by 11-inch pieces of colored cardstock or poster board<br>Markers<br>Hole punch and paper clips<br>Copies of student activity guide (II-VI-46)  |
| 5. | <u>Entrepreneurship</u> Video   | Video<br>Video player   |
| 6. | <u>Entrepreneurs</u><br>OR<br><u>Sewing and Handcrafts for Fun and Profit</u> | Classroom set of textbook, <u>Clothing</u> .<br>Classroom set of textbook, <u>Clothes and Your Appearance</u>   |
| 7. | SCORE Speaker   | None  |
| 8. | Business Buzzwords  | Terms on separate papers to hand out<br>Copies of student activity guide (II-IV-47)<br>Optional: Old-maid or Concentration type game of terms   |
| 9. | A Real Business!  | Copies of your business assignment<br>Copies of adapted SCORE business plan (II-IV-51 through II-IV-53)<br>OR<br>Copies of FHA business plan (II-VI-58 AND II-VI-59)<br>Copies of equipment and supply needs (II-VI-54 and II-VI-55)<br>Copies of costing sheets (II-VI-56 and II-VI-57)<br>Samples of order forms for student reference<br>Samples of invoices for student reference<br>Other supplies as determined |

**OPTIONS/ACTIVITIES**

**Note:** If the teacher has a Level III class, such as Designer Sewing, this unit could be held over for that class, if desired. Or, the teacher could do individual businesses in one level and a class business in the other level. That way the students have the benefits of both experiences.

**Option 1: Opportunities Galore!**

Hang a really large piece of butcher paper or newsprint on a wall that can be easily accessed for writing on. Have the students brainstorm specific entrepreneurship opportunities related to textiles and apparel. The list is somewhat limitless, and that is the concept the students should get from this exercise. A list of some entrepreneurship opportunities is provided for the teacher in the resource section of this topic. This list is by no means complete but should be used as a mechanism to trigger thought patterns during the brainstorming session.

**Option 2: The Good and the Bad of Entrepreneurship**

One major point to be stressed during this topic is that Entrepreneurship Is An Opportunity. Using this concept as the starting point, have the students list as many things as they can think of that entrepreneurship offers. Have the students share their responses with the class and record them on the board. Some things will be positive; some will be negative. It is important that both perspectives be covered and discussed. Some suggestions have been provided in the resource section to trigger thought patterns. The student activity guide can be used for the students' responses.

**Option 3: Entrepreneurial Guest Speaker**

Ask someone in your community who is a successful entrepreneur to be a speaker. Preferably, ask someone who has a textiles and apparel related business. Some things to request the speaker to cover are:

- How he/she got started
- The advantages of entrepreneurship
- The disadvantages of entrepreneurship
- The rewards of entrepreneurship
- The difficulties he/she faces
- Any advice he/she might have

**Option 4: Is Entrepreneurship For Me?**

Begin by having the students assess the characteristics/work ethics of the guest speaker. (If you haven't had a guest speaker, then do the exercise based on observation, common sense, logic, etc.) List the characteristics on the board as they are identified. The teacher can use some of the characteristics listed on the student activity guide to prompt the students.

**OPTIONS/ACTIVITIES**

When the list has been compiled, have the students write the characteristics on 8½-inch by 11-inch pieces of colored cardstock or posterboard.

Then link the cards together with paper clips fire-ladder style and hang them in the classroom. The teacher will need to provide a title card for the series. Have the students complete the student activity guide analyze whether or not they are good candidates for entrepreneurship.

**Option 5: Entrepreneurship Video**

Show a video that explains how entrepreneurship works and sparks the students' entrepreneurial spirit. There are several available, some of them being:

- Be Your Own Boss: Start a Business, from The Learning Seed
- Basics of Entrepreneuring, from Marketing Education Resource Center
- Boss: Owning Your Own Business, from Marketing Education Resource Center
- Home-Based Business: A Winning Blueprint, from Marketing Education Resource Center

The teacher will need to preview these to determine which one covers the materials he/she wishes to emphasize. They all take different approaches to the same topic.

**Option 6: Entrepreneurs**

Have the students read Chapter 29, Entrepreneurs, in the Clothing textbook from Glencoe. There are a number of suggested activities related to this material that could be used.

OR

**Sewing and Handcrafts for Fun and Profit**

Have the students read Chapter 25, Sewing and Handcrafts for Fun and Profit, in the Clothes and Your Appearance textbook from Goodheart-Willcox. Again, there are a number of suggested activities related to this material that could be used.

**Option 7: SCORE Speaker**

Contact the SCORE division of the Small Business Administration office nearest you. (SCORE is an acronym for Service Corps of Retired Executives.) SCORE counselors are an active group of volunteers that provide service and advice to anyone starting a business. They generally have a number of staff members who can give an informative perspective about starting your own business. All services are free of charge.

**Option 8: Business Buzzwords**

Introduce some standard business terms to the students, illustrating their meaning and explaining the importance of knowing and using the correct

**OPTIONS/ACTIVITIES**

vernacular. A list of some basic terms is provided in the resource section of this topic. Give each student one term and have them find the definition of that term to share with the rest of the class. The terms could be handed out the day before the teacher plans to introduce them in class so the students could be prepared when they arrive in class. As each student provides his/her definition and explanation, the class can complete the student activity guide for future reference. An Old-maid or Concentration type of game could be made to learn and/or review the terms.

**Option 9: A Real Business!**

This option can be done as extensively as time allows and the teacher wants. Getting the students involved in a real money-making experience is the best way for them to gain an understanding of how entrepreneurship works. There are many ways this can be done: some suggestions are provided here, but there are many more ways of doing an entrepreneurial activity and the teacher will need to explore a number of different options before proceeding. However the teacher decides, he/she must do his/her homework and plan thoroughly in order to make it a successful experience. This cannot be a spur-of-the-moment activity. See the teacher background information for further details.



**RESOURCES**

**Textbooks**

Entrepreneurship and Small Business Management, Allen Meyer, Glencoe/McGraw-Hill, P.O. Box 543, Blacklick, OH 43004. 1-800-334-7344. Catalog No. 0-02-675121-6 (Teachers Annotated Edition).

Clothing, Jeanette Weber, Glencoe/McGraw-Hill, P.O. Box 543, Blacklick, OH 43004-0543. 1-800-334-3744. Catalog No. 0-02-640161-4. Chapter 29.

Clothes and Your Appearance, Louise A. Liddell, Goodheart-Willcox Company, Inc., 123 W. Taft Drive, South Holland, IL 60473-2089. 1-800-323-0440. Catalog No. 0-87006-844-X. Chapter 25.

**Curriculum Guides**

PACE (Program for Acquiring Competence in Entrepreneurship), Level 2, provided by the Utah State Office of Education to the business/marketing department of every high school in the state.

Family and Consumer Sciences New Directions Handbook, Utah State Office of Education, Entrepreneurship Course Scope and Sequence, 1996.

**Videos**

Be Your Own Boss: Start a Business, from The Learning Seed, 330 Telser Road, Lake Zurich, IL 60047. 1-800-634-4941. Catalog No. 144. 21 minutes.

Basics of Entrepreneuring, from Marketing Education Resource Center, Inc., P.O. Box 11279, Columbus, OH 43212. 1-800-448-0398. Catalog No. VT-ENT-RE-K\*9500\*.

Boss: Owning Your Own Business, from Marketing Education Resource Center, Inc., P.O. Box 11279, Columbus, OH 43212. 1-800-448-0398. Catalog No. VT-BOS-BS-K\*6900\*.

Home-Based Business: A Winning Blueprint, from Marketing Education Resource Center, Inc., P.O. Box 11279, Columbus, OH 43212. 1-800-448-0398. Catalog No. VT-HOM-BL-K\*3900\*.

**Other**

Entrepreneurship bulletin boards, Schoolboards, Etc., P.O. Box 9106, Ogden, UT 84409. 1-800-93BOARD. Catalog Nos. MK108, MK109, MK111.

FHA STAR Event, Design a Business.



**EVALUATION/TEST QUESTIONS**

**COMPETENCIES:**

1. **Identify entrepreneurship/home-based industry opportunities related to textiles and apparel.**
  1. List three (3) household products that could be manufactured in a home-based industry.  
- Answers will vary
  2. List three (3) infant products that could be manufactured in a home-based industry.  
- Answers will vary
  3. List three (3) boutique items that could be manufactured in a home-based industry.  
- Answers will vary
  4. List three (3) apparel related careers that could be a home-based industry.  
- Alterations, custom sewing, costumes, specialty apparel items
  
2. **Assess the advantages and disadvantages of entrepreneurship opportunities related to textiles and apparel.**
  1. List five (5) advantages of entrepreneurship.  
- Answers will vary
  2. List five (5) disadvantages of entrepreneurship.  
- Answers will vary
  3. If you were to become an entrepreneur, what do you think would be the most difficult things for you?  
- Answers will vary



EVALUATION/TEST QUESTIONS

3. Examine the characteristics, work ethics, and personal discipline required of successful entrepreneurs.

1. Fifteen (15) personal characteristics required to become successful entrepreneurs were identified and studied. List as many of them as you can and explain why that characteristic is necessary for entrepreneurs.

- ACHIEVER \_\_\_\_\_
- CREATIVE \_\_\_\_\_
- DETERMINED \_\_\_\_\_
- DILIGENT \_\_\_\_\_
- EAGER TO LEARN \_\_\_\_\_
- ENERGETIC \_\_\_\_\_
- GOAL SETTER \_\_\_\_\_
- INDUSTRIOUS \_\_\_\_\_
- INDEPENDENT \_\_\_\_\_
- INNOVATIVE \_\_\_\_\_
- RESOURCEFUL \_\_\_\_\_
- RESPONSIBLE \_\_\_\_\_
- RISK TAKER \_\_\_\_\_
- SELF-CONFIDENT \_\_\_\_\_
- SELF-STARTER \_\_\_\_\_



## EVALUATION/TEST QUESTIONS

## 4. Recognize and use standard business terms.

1. Match the terms and definitions of the standard business terms by writing the number of the term in front of the definition.

1. ASSETS	<u>  4  </u>	The amount of money you owe suppliers/lenders
2. CAPITAL	<u>  1  </u>	What you own that has monetary value
3. CASH FLOW	<u>  6  </u>	The amount of money customers owe you
4. LIABILITIES	<u>  2  </u>	Cash used for investing in business
5. ACCOUNTS PAYABLE	<u>  3  </u>	the money used for day-to-day operation
6. ACCOUNTS RECEIVABLE	<u>  5  </u>	Indebtedness
7. DIRECT COSTS	<u>  8  </u>	Overhead costs
8. INDIRECT COSTS	<u>  7  </u>	The costs of materials and lab or
9. MARKUP	<u> 13  </u>	The percentage of the retail price that is profit
10. OVERHEAD	<u> 10  </u>	The costs of running the business above materials and labor
11. PROFIT	<u> 12  </u>	The materials cost of a product
12. RAW PRODUCT COST	<u> 11  </u>	The same as "markup"
13. PROFIT RATIO	<u>  9  </u>	The difference between wholesale cost and retail price
14. DISTRIBUTER	<u> 17  </u>	One who sells to the public
15. RETAIL	<u> 16  </u>	The price the retailer pays for the product
16. WHOLESALE	<u> 18  </u>	One who buys from the distributor and sells to retailers
17. RETAILER	<u> 14  </u>	One who buys the product wholesale and resells to wholesalers and/or retailers
18. WHOLESALER	<u> 15  </u>	The price for which the item is sold to the public
19. PRODUCT	<u> 22  </u>	Who your clients will be; who will buy your product
20. SERVICE	<u> 24  </u>	The amount of product on hand
21. MANUFACTURE	<u> 25  </u>	A place or person selling the same service or product
22. MARKET	<u> 20  </u>	Providing professional assistance rather than a product
23. MARKETING STRATEGY	<u> 19  </u>	An item manufactured for sale
24. INVENTORY	<u> 21  </u>	To build, assemble, make
25. COMPETITION	<u> 23  </u>	How you make your clients aware of your product or service