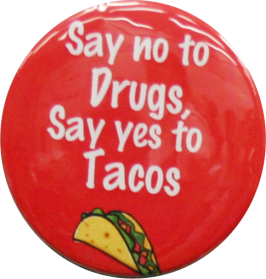
Badge Builder Simulation Overview

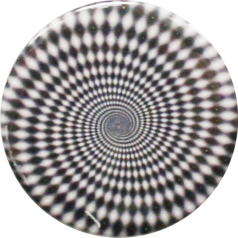
By Megan Rees



**The Short Version:**

This model can be used and altered for your needs, taking out and changing things, or even using a different product other than badges. Students are put into groups, which is their “company” and each students has a different job in that company. They design and create a product together, figuring out the production cost of the product and then choosing a price. They then create promotions and advertisements for their product. They go to Market, where they present the product to another class of students, who purchase the product with “money” earned in their class. Instead of actually selling the product, you could also have another class come and just vote for their favorites, and each vote is a sale. Students then calculate their profits by subtracting their production cost from their sales. All teams are awarded with CTE KASH based on their success. Teams are graded based on turning in work required, and on a group evaluation at the end, which constitutes their only individual grade.

**The Long Version:**

1. Put students into groups of five.
   1. I usually test them for their personality type—Doer, Creator, Helper, Organizer, Thinker, and Persuader. I have a test at <http://www.quiztron.com/tests/cte_intro_personalit_quiz_144919.htm>, but you could just put them where you want them.
   2. Each person in the group is assigned a job—President, Administrative Assistant, Designer, Manufacturer, and Salesman. I use their personality types to help me assign them. President-Thinker, Admin. Assistant – Organizer, Designer-Creator, Manufacturer-Doer, and Salesman-Persuaders. Helpers I put wherever I need them. I also usually have them give me a second personality type so I have a little more leeway in assigning them.
2. Each group is given a packet, which remains in the care of the Administrative Assistant. The packet has all the paperwork they need throughout the project.
3. The President will keep track of money in the Business Plan, which is an Excel sheet that they pull up from Student Common. At the end, they just send the completed sheets to me in Rees Hand-in, and they don’t print.
4. **Day 1**: I begin by showing Day 1 of the power point after I have assigned groups and changed the seating chart. The power point explains each job and their objectives, and an overview of the project. Then it explains the objectives for that particular day. Each group comes up with a company name and slogan, and they create a logo in power point, which they print and cut out and put in their packet, and also send a copy to me.
   1. I do my logos in Power Point because of the “save as picture” feature. Once they create the name, add shapes or pictures or whatever, I have them group it. Then they right click and do “Save as picture” and it’s now a .jpg file and easy to use. Unfortunately, Word does not have this option!
5. **Day 2**: Groups begin designing their badges. First they draw them out on a brainstorm page, then the Designer begins to actually create them. The President fills out Step One of the business plan.
   1. I use Print Shop for the badges, but it could be done in Word or Power Point.
   2. I also have a template that they start with, so the badges are exactly the right size for the machine.
   3. You could also allow them to draw the designs instead.
6. **Day 3**: The groups finish up designing their badges and begin to get them approved. They have to cut it out and glue it into their packet. Then they bring it to me to be approved. Once they have all designs completed and approved, they are ready to make them.
   1. I don’t approve them if they are inappropriate, or if I see a problem like the writing it too small, or the picture is too close to the edge and will get cut off—things like that.
7. **Day 4**: The groups continue to finish their badges and get them approved. Groups who are ready begin to make their badges. It takes two days to get through all the groups, so I try to get at least two groups done on Day 4. Kids form an assembly line to create their badges. The manufacturers’ main job is to make the badges. If they mess up and create a badge incorrectly, it counts as a “loss.” They record it, and it comes out of their profits.
   1. This could be done different ways—you could have two machines and have two groups going at a time—you could get through more groups that way, but you might have more errors.
   2. I don’t mind if a group gets one or two losses—it’s a great way to teach them the concept!
8. **Day 5**: All groups finish making badges. To keep the groups who are finished making them from yesterday busy, I let them move on to make a promotion—Advanced Advertising. They make a quick poster of each badge, their logo and period, and they can put it up in Mr. Simpson’s room—the other CTE teacher who will be bringing his kids to purchase the badges.
   1. They make the poster in Print Shop, but it could be done in Word.
   2. I take pictures of every badge—after they finish they put it on the wall, and I snap a shot. Then I put it in Student Common and they use this for their poster. It’s a little more work to do this, but I don’t mind it. I think it makes their posters look great!
9. **Day 6**: All groups are working on promotions. The President fills out Step Two on the business plan. They choose which promotions they are going to do, and they have to choose at least one.
   1. They can choose from a Teaser Poster, Flyers, Button Display, and Table Decorating. Each has a cost and a set of rules.
   2. This part takes a little extra—if you were to simplify this simulation, you’d take this part out. But I leave it in because Promotion is an important P and I want them to try it!
   3. They also do a Voting Preparation page—a page with a copy of each of their badge designs, to be scanned in and put online for online voting. Another thing you can easily cut out if you don’t want to do it.
10. **Day 7**: Groups begin doing their advertising posters. This is required and worth 50 points. It’s the salesman’s job to create two posters, mounted on a half a sheet of poster board. The poster has their logo, slogan, each badge and its’ price, and an explanation of any promotions (like giveaways and raffles) that they are doing. The groups fill out two pages in their packet. One is to prepare them for Market the next day, and the other is an “Are We Ready?” page, where they have a checklist to make sure they’ve done everything they need to be ready for the Market the next day.
11. **Day 8**: The Market! I get the library, and each group gets their own table. They decorate their table if they want. They set up their button displays and get ready. Then Mr. Simpson’s class comes in. They have all been given “money” according to their grade. They purchase badges from my students. They can also order buttons—my kids can do up to THREE orders—which will be made after the fact. They also give out three VOTE tokens—they vote for their three favorite badges. These votes count as sales but they don’t have to pay. I added this so that they can have a more “unlimited” number of sales. Each group keeps track of sales, orders, and votes on a page in the packet.
    1. This could easily be simplified too by taking out the orders and the votes. I added them to create a greater difference between each group’s profits, and because I wanted to show them different market placements.
12. **Day 9**: Today we figure out the results. Presidents enter their results into step three. Then they send the finished plan to me in Rees Hand-in. While I go over each one and keep track of the results, the groups fill out an evaluation page in the packet—the last page. They also go through and make sure the packet is completely filled out. Then they print out TWO copies of each badge that was ordered (if that had orders) and cut them out. I or my aide makes these badges. I do two copies in case I mess up! I then announce the results. I even have little ribbons I put on each poster (which are now mounted on the wall.) They then create a graph showing their results. I give out the results and they type it in Step 4. Then they create the graph and print it, and attach it to the back of their packet. They turn in the packet.
    1. I actually have an excel sheet that automatically writes “checks” for each group. They are given a paycheck on Auction day.
    2. Groups are GRADED based on their packet, business plan, making badges, and posters. How well they do comes in pay, but doesn’t affect their grade.
13. **Day 10**: Group Evaluation. I have an Excel sheet in student common. They pull it up and evaluate themselves and each member of their group. They give them a score 0-4 based on five different questions. I then enter these scores into my evaluation sheet, which automatically computes their score. This score is their only individual score in the unit, and it’s worth 200 points!! If they slacked off or were absent all the time, they pay for it now! The evaluation only takes about 20 minutes. I give them the rest of the period to make sure they get their graphs done (some don’t finish the day before) and then I give them some free time—they’ve earned it! I then take the period to enter the evaluation scores and prepare their checks.
    1. I usually award the winning group in each class the prize of making any badge they want—they can design it and create it themselves.
    2. I also create rewards for best logo and best ad design—I just tack on a money award on the evaluation sheet I prepare so that it’s immediately in their paycheck.

**Additional Info:**

**COST:**

[](http://ep.yimg.com/ca/I/badgeaminit_2129_428993)I order my machines from a company called Badge-a-Minit. I like this company because once you purchase a machine, they will fix it if it has problems for free, except $10 for shipping it to them to be fixed. They have several machines you can buy. The cheapest is only $30, but I wouldn’t suggest it for the volume of buttons you’ll be making! There’s another one for $100—but I decided to get the more expensive one because I knew it would be used a lot! So I bought the Badge-a-Matic machine for about $**400.00**. I actually bought two—one in the 2 ¼ size, and one in the 1 ¼ size. Keep in mind that these machines can be used for LOTS of things in your school, too! And, once you’ve bought the machine, you’re done with that expense forever. I bought one at the end of one year, and the beginning of the next to split the cost!

As for the button parts, I originally ordered from Badge-a-minit, but then I found out Jordan District had a contract with USA Buttons, and it was MUCH cheaper, and easier to order with a PO. They have button parts that are compatible with the badge-a-minit machine. The 2 ¼ size and 1 ¼ size are here:

<http://www.usabuttons.com/buttonparts/214badgeaminitsizebuttonparts.htm>

<http://www.usabuttons.com/buttonparts/114badgeaminitsizebuttonparts.htm>

Cost depends on how big your classes are. We are overcrowded with 500 7th graders. So, adding for losses and just to have extra, I’d order about 1500 for a school year. I do two sizes, though, so I usually order 1,000 of the large and 1,000 of the small. What does that cost? $**109.00**! That’s it!

There is, though, another product you might want to purchase—and that’s the circle cutters. You have to get them at badge-a-minut. They are made so that they cut the paper to exactly the right size. And unfortunately, they are ridiculously expensive. Plus you have to replace the blades every now and then. The circle cutter for both sizes is $**30.00**. You could also get the automatic cutter but it’s only in the 2 ¼ size and its $170 bucks!

Total Bare Minimum Cost to begin this project: $550.00.

Total cost PER YEAR to continue it: $150.

**RESOURCES:**

All the files I use for this project are on my wiki at: <https://meganreescurriculum.wikispaces.com/>

You are welcome to make whatever changes you need to these—you’ll HAVE to make changes, since my name is all over them!

* Personality Quiz Sheet
* Packet
* Business Plan
* Badge Builder Orientation Power Point
* Group Assignment Sheet
* Group Evaluation (for students)
* Group Evaluation Grading Sheet
* Button Template
  + In Word, Power Point, and Print Shop