

## **Teachers Manual**

### ***A Millionaire in the Making-The Biz Building Bootcamp for Teens™***

#### **Overview of program:**

The bootcamp is designed so the participants walk out of the program with the ability to create an income immediately. We stress the importance of ***taking action***, which is critical to their success. Here are some important aspects that will help facilitate this.

- 1) You, as the teacher, must ENGAGE, ENGAGE, and ENGAGE the teens. I cannot stress that enough. This is not designed as a lecture series. The kids will tune you out! (When I say kids, I mean everyone and anyone-I use “kids” throughout this manual.)
- 2) Ask a lot of questions throughout the program. As they answer them, I reward with tossing candy out. I purchase the small one-bite size candy items. You would be surprised how kids respond to this. I don't buy anything with nuts, as allergies can be an issue.
- 3) At the beginning of the bootcamp, ask them about their WHY. What type of lifestyle do they want to have? What is a near term big purchase? Is it a car? Moving out? As they speak out, let them speak to each other. Its amazing how this becomes a ‘mastermind’ session and participants instantly become friends.
- 4) Incorporate your personal stories as much as possible. Kids love to hear stories (keep them somewhat short) and will relate easier with you as they get to know you personally. This is a great way to start the bootcamp, as you become more personable. I will share a bit about my personal life (one of 5 kids, conservative parents etc...and then funny stories of my upbringing)
- 5) Share your favorite quotes as applicable. I've included some in this teacher's guide that I have used. Feel free to use them.
- 6) Remember the 7:3:7 Rule: The first 7 seconds, the audience sizes you up. The first 3 minutes, the audience decides if your topic will interest them or not. (This is why it's important to get to their WHY and their lifestyle desires early on). The first 7 minutes establishes their listening pattern.
- 7) Be creative. Again, use stories, jokes, props, visual aids and quotes. I'll share what I use in this guide, feel free to use.

- 8) End the program with empowerment. Close with a stirring story that rally's the listeners emotions and brings your message full circle. Make a specific call to action. Get them to do something!
- 9) The bootcamp is broken down into four sections. This version is for the longer time workshops (5+ hours). The alternative workbook is available for the shorter bootcamps, but all the material is the same. You won't have time to cover everything, but I want to give the participants the workbook to reference later.
- 10) Make sure you let them know where bathrooms are. Letting them know general outline of program with break times tends to help.
- 11) If you are doing this workshop over a 4 week time period, only give them one section of the workbook at a time. For the first week, hand them the 3 ring notebook with only Section One inside. At the second meeting, give them section two only. This way they won't be able to read ahead at what is coming. Be sure to remind them to bring the notebook to every meeting.
- 12) Kids love music. I have music playing as they arrive and check in, while they are working in the workbook and during breaks. Music on an Ipod is easier than bringing a CD player. Be sure the music is music THEY listen to.
- 13) Possible way to fill the room- offer a free, 45 minute 'keynote' at the Girl Scouts, Boy Scouts, PTA's, homeschool community, churches, youth groups, charter schools or other local organizations. Share some 'nuggets' from this course and promote your upcoming bootcamp event. Give them value, but leave them wanting more.

## Section One (or first meeting if doing 4 week workshop)

Start with discussion of the mindset. Without the proper mindset, with regards to anything in life, we won't succeed.

Our belief system is in our subconscious and taught at a very young age. Our parents/grandparents/teachers/mentors taught us how to think of money. Create an awareness with the teens that this exists. Have them spend a minute or two writing down what their thoughts are about money and owning a business. Have them share with the group.

Go through points covered on page 6. Apply your personal life stories here.

After this conversation, I will play a portion of a movie that would be a great addition to your program. *The YES movie (Young Entrepreneur Society)* is a DVD you can purchase from my website, under 'resources'. In this movie, many millionaires have been interviewed to find the common traits and their journeys. The kids really enjoyed watching the first section. For time sake, I play the first section only, but feel free to watch more if time permits. The movie is broken down into sections, so it's easy to navigate. I highly recommend you watch it first, in its entirety, so you are comfortable with the information. Here is the link directly to purchase:

<http://teenscashcoach.com/resources>. It is not necessary to purchase this movie or show this at the bootcamp, but the added visual is very beneficial and the teens had some great conversation after watching it. It is very inspirational and motivational.

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This is a process I take them through to identify, on paper, what they love to do, what their skills and talents are and where they excel. Let them spend 5 minutes filling out page 7 and 8. Open discussion and let each participant share. If bootcamp is too large to have everyone share, ask for a few volunteers. I've never had a problem where the teens didn't want to share.

At this point, I start the brainstorming of the types of businesses they can start. Most of the time, it is a service type business that this age group can do. I explain the details on page 9 and 10.

Be sure to share that this same information is applicable to large businesses as well as small. The service they offer must **benefit** the client in some way,

either by saving them money, making them money, saving them time or taking away some type of pain. It must fill a need. Apply this information to your personal business model.

On page 11-18, there are 30 different types of businesses that kids can do. Depending upon the age, some jobs are more applicable than others. Run thru these and spend whatever time you need as kids ask questions regarding the different jobs. Again, let the participants share and brainstorm together. The conversations become very engaging and interactive. Let it flow naturally, while watching the clock.

After this is complete, I discuss the importance of taking action. This will be brought up again later. Reiterate that without action, nothing will ever happen. We can visualize, have the perfect product or service and have the perfect plan, but until we take action, no money is ever made.

### **Visual with Prop activity**

At this point, I pick up a copy of my book, ***How to Ditch Your Allowance and be Richer Than Your Parents.*** I explain how it can be found at Amazon for \$17.95 and it's filled with great tools and tips for creating wealth. I describe how easy it is to read, yet will teach them things that many adults don't know. I then tell them I am giving this away, for free. I ask them "who wants it?" Most kids raise their hands, but don't do anything else. I ask again, "no really, who wants it?" Again, they raise their hands, only higher this time. I ask a third time.

The intention and lesson here is they are supposed to TAKE ACTION. If nobody gets off their chair and runs to the front of the room and grabs it from me, I will remind them of the importance of taking action. Usually, at this point, I have one or two people run to the front of the room. I've had as many as 5 or 6 run up, but whoever grabs it first, gets the book. It always gets a good laugh and brings to life the value of taking action. (If you don't have a copy of my book, you can use a \$10 bill.)

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Starting on page 19, I have them decide on their company, name the company, its objective, what product or service they are offering and to describe the service. Have them complete page 19, which should take just a few minutes.

The next section is important: the target market. I explain the importance of a small niche and how it is far easier to market something to a smaller niche than to market to everyone. Explain how marketing dollars go farther and it's easier to reach your ideal client.

I use this example: You can insert your name as applicable. Here is what I say exactly:

“Let’s imagine I’m at Disneyland. The park is completely swamped with people and I’m in the middle of a crowd. Somebody yells “hey”. I probably won’t turn around. Then somebody yells, “hey, Patti”. I will turn around and spend a bit more effort to see who may be calling me. After a few seconds, I stop. Then somebody yells, “hey, Patti Handy”. Guess what? I’m looking hard to see who’s calling me. The point of this is when you dial in your target market, it is easier to ‘yell’ to them and they will respond. Throwing out a huge net to the world to market your service is pretty much impossible, unless you have massive financial resources. It’s the equivalent of yelling “hey” out to a crowd.”

At this point, have them complete the ‘who is your target market’ section on page 19. Brainstorm with them as needed. Continue onto page 20 and have them complete all sections. Ask for a few volunteers to share their service and their plans to market that service.

This concludes Section One. If you are offering a 4 week workshop, you would end the night here. This should take you about 1 ½ hours. If you are doing a one day/one night bootcamp, this should take you about one hour. You would need to watch the clock and limit the sharing of business ideas. This will become easier to time after you have done your first bootcamp.

**Great quote to close the night:**

“I’ve missed more than 9000 shots in my career. I’ve lost almost 300 games. 26 times I’ve been trusted to take the game winning shot, and missed. I’ve failed over and over and over again in my life. And that is why I succeed.

-Michael Jordan

## **Section Two (week two)**

### **Business plans and marketing plans**

If you are doing a 4 week program and this is the second week back, have some of the participants share their business and target market info that was discussed in week one. If you are doing a one night/one day workshop, this can be omitted.

Use this analogy to describe the purpose of a business plan: (page 25)

Tell the group you are all going on a vacation. Ask them where they want to go. Come up with an agreed upon destination. Then ask, “how are we getting there?” (If you are going to Hawaii and someone says, we’re going to drive, enjoy the humor-someone said that in my class). Ask who is coming along. Ask if you need money and how much money. What will you be using the money for? Why are we going to this location? Ask the ‘what, why, where, who, how’ questions.

This is a perfect example of why we need a plan. We just can’t say we’re going on vacation and get into our car. We need the destination (goal and mission of business), we need to calculate our money requirements (capital needed for building our business), we need to know who is coming with us (do we have partners in the business? what is their role?) etc. It’s somewhat like our ‘mapquest’.

Use this example and tie it to the purpose and parts of the business plan. We obviously don’t do an entire business plan, but we help them design the skeleton and help them understand the purpose.

Page 26-52 is a very detailed, more advanced description of the business plan. It goes into great detail as to the parts and how to create a plan. This was taken from the SCORE website, which is a great resource for information when starting a business. This was put into the workbook for the participants to reference later, as it’s more advanced. We do not go into this during the bootcamp, just tell them the purpose for the material and how they have this for later use.

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Discuss the reality: If you fail to plan, you plan to fail. This goes for everything in our lives.

Let them know there are many online templates for business plans, if they chose to explore this later.

Pages 54-57- Time for their business plan!

This next process will help them organize their thoughts and bring clarity to the direction of their business. Writing this down and then discussing it with the group will reinforce what they have learned.

Walk through each section (seven total) and explain what is involved. Keep it very simple and basic, as this is just to get them thinking about the process.

Give them 10-15 minutes to complete these sections. I will generally play music while they are filling this out.

Once they have completed this, ask for a few volunteers to share their business. Encourage thoughts from the group and have them mastermind with each other. Watch the clock and allow the sharing as time permits.

Page 58- Marketing of the business

We have heard time and time again, we are not in the business of selling this or that product, but marketing that product or service. This is why it is imperative that we identify our target market and narrow the niche.

Page 60-61 discusses some of the online opportunities. Use examples from your own business and share [www.teenscashcoach.com](http://www.teenscashcoach.com) if you wish.

Having an 'opt-in' box on your website is imperative. This is the best way to capture the visitors to your site, which allows you to stay in touch with them. Discuss 'offering a freebie', such as a special report or free audio download. This topic may be a bit advanced for the younger teens, but the information is invaluable to share now. As they get older and get online, which we know

will happen, this becomes very important material to understand. We are planting the seeds now.

Take the subject offline and share your personal experiences with this. I usually share the various groups I am associated with and what benefits I bring and what benefits I walk away with.

If you have internet access, laptop and are able to use a projector, I would recommend showing a video that is on youtube about Will Smith. It's a fantastic video that shares his journey and is very inspirational and motivational. The kids have absolutely loved it in the past. It also is a great visual to break up the information. The video is about 10 minutes long. I recommend you watch it first. Here is the link to the video:

<http://www.youtube.com/watch?v=OLN2k0b3g70>

This concludes section two or week two.



## Section three-(week three)

### Web design, business cards and flyers

In this third section, there is a lot of creativity and drawing. Be sure to bring plenty of colored pencils or markers for the group. We are designing the business cards, flyers and walking through website design.

**Note:** if you are doing this as a 3 or 4 hour, one time, workshop, you may need to eliminate the website design portion. You can spend a couple of minutes discussing the free web templates and introduce some basic concepts, but you won't have time to build a website.

There are blank pages in this section for them to use as scratch paper. Let them spend about 10 minutes designing their business cards, sharing the [www.vistaprint.com](http://www.vistaprint.com) free business card site. Vistaprint charges a nominal fee for shipping, but is always having sales on various marketing pieces, many of them are free.

Let them spend about 10-15 minutes drawing out sample flyers. (Blank pages are inserted in the workbook). Play music as they are doing this process.

After they have completed this, allow for sharing. We've had some entertaining and interesting ideas shared!

Website:

There are many free templates online, however I found one that is very easy to navigate and truly free: [wix.com](http://wix.com).

I have included step by step directions on creating a site, with a sample site to show. I recommend you walk through this process before you teach it. At one workshop, I had a teen volunteer teach this section. It worked great on many levels.

### **Visual with prop activity**

This is a fun and entertaining visual activity. It also teaches a valuable lesson. You will need a \$1 bill and a \$5 bill.

I ask for a volunteer from the audience. Hand them the \$1 bill, with a piece of tape at the end. Tell them to run and jump as high as possible and tape the \$1 bill to the wall. Make sure they do their absolute best, get a running start and leap and jump high. Get the kids involved by clapping and cheering the volunteer on.

After the \$1 bill is taped on the wall, **you** take the \$5 bill and place it about 1 foot higher than the \$1 bill. Tape it on the wall, using a chair if necessary.

Then tell the volunteer that if he/she can reach the \$5 bill, they get to keep the \$6. Again, have the group cheer them on. If the person cannot reach it, but grabs a chair or other method to reach the \$5 bill, allow them to win. This shows they have done what it takes to get the job done!

The lesson here: if you think you've tried your hardest, be persistent and persevere. You probably can reach higher than you think! I've never had a person not reach the \$5 bill. 😊

This concludes section three. A lot of time is taken doing the various drawing processes and the website designing. Be sure to practice the website info so you are comfortable with this when its time to teach it. Again, bring in a teen techie person if you like. The participants enjoy learning from a teen as well.

### **Great quote to close the night:**

“Don't judge your insides by somebody else's outside”

-unknown

I add “You don't know their story” and “don't get caught up in *comparison despair*”

## Section Four-(week four)

### Money!

Now we get into the meaty money fun!

I start out discussing spending habits. I spend several minutes explaining how we eat emotionally. We eat because we are sad, anxious, fearful, nervous, worried or even happy. Oftentimes, we spend money the same way.

The underlying emotional issues are something I want them to think about when they are out spending.

We discuss peer pressure and the need to fit in and be accepted. I discuss how this same issue is true for adults, we just have more expensive toys!

The purpose of this discussion is to create *awareness*. I want them to stop, take a minute, and think about why they are purchasing something when they are buying.

Ask, “Is this a need or a want?”

Explore the emotional triggers that are playing a part here.

Oftentimes, just this exercise will curb the impulse purchases.

Page 82- the spending tracker!

The spending tracker is used as an aid to create the awareness we discussed earlier. I ask them to keep this tracker in their wallet or pocket for 2-3 weeks. (Suggest they shrink it) Have them fill out every single purchase they make, even a 50 cent candy bar. At the end of 2-3 weeks, they are to total all the expenditures and read through what they bought and why.

This is oftentimes an eye opener for them (and adults). Usually, for teens, the amount of money spent on fast food or drinks will surprise them.

Reading through the ‘what and why’ will help them understand their spending habits, which is a great step towards improving this.

### Credit cards:

The next section introduces credit cards. I will ask the group if they can tell me how credit cards work. Depending upon their responses, you can fill in the blanks. You will be surprised at how many teens don't really understand how credit cards work. Ask if anyone has looked closely at a credit card statement. Ask if anyone knows the current rates? Share the interest rates that are typical, upwards of 19%.

Move into the example scenarios described in the book, pages 84-86. Pick a local store in your area to use as the example for clothes. Or, ask the group what their favorite stores are. (Just another way to involve them.)

Page 87- Be sure to let them know that these examples account for the items mentioned on page 87.

- No additional purchases
- Doesn't include late fees
- Pay anything you possibly can

### Debit cards:

Ask the group if they understand how debit cards work.

Ask the group for a show of hands who currently has a debit card and use it. See if anyone wants to share their experiences. (not required)

Clarify the difference between credit cards and debit cards. You may want to pull one out of your wallet and let them see how identical they look.

Cover the material on page 88 and 89. Discuss overdraft fees and the importance of tracking expenses. Ask if anyone has questions.

Turning things around...

I ask the question: "What do you have, that Oprah does not have, Warren Buffett does not have and Donald Trump do not have? And it's totally free to you and will create wealth"

The answer is TIME!

I usually have them close their workbooks at this point, so their full attention is on me and the board. Use a whiteboard, flip charts or whatever you have available to write on. Use black markers so these facts and figures can be seen easily.

I then go into compounding interest calculations and comparisons. Page 91-94 are self explanatory with the examples. Go to [www.moneychimp.com](http://www.moneychimp.com) for easy to use calculators, should you want to use additional examples. This same website is great for the credit card calculations as well.

When you are doing the compounding interest calculations, ask the group what they believe the answers to be. Show them that the amount of money they actually put in vs. the compounded interest accumulated. Involve them as much as possible.

I spend a lot of time discussing the compounding interest and how that works. The example on page 93 (comparing two different investors) is a great scenario to spend some time on. Every time I use this example, the teens are shocked. It's very motivating to them to start saving early on.

Feel free to bring in more examples. If you have internet and a projector, go to the [moneychimp.com](http://moneychimp.com) website and play with various scenarios.

We wrap up with the importance of 'paying yourself first', a trait that most millionaires share. Make it automatic and explain how that works. (page 95)

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I spend time discussing the importance of giving back, making a difference and leaving this world a better place. Feel free to share your personal stories here as well. I tell the group that 'dying with load of cash in the bank is a tragedy' and sharing it with others feeds the soul. We must always provide for our family and be sure our kids are taken care of, but we should also share with others. Don't hoard the cash to buy toys, but save wisely, invest wisely and enjoy life.

I encourage them to share their gifts and time, if they don't have the funds to share right now.

Financial freedom brings choice, peace and the ability to give back.

Ending:

At this point, I spend time explaining *The National Association of Prosperous Teens* and its benefits. I explain how it works, and what is learned: Video lessons delivered to their email box, in 15 minute increments that will lay the foundation for their wealth!

This information is in the workbook. Encourage them to discuss with their parents. (You will send a thank you follow up letter, found in the marketing material section, which discusses this again)

Share the book, *How to Ditch your Allowance and be Richer than your Parents* with them. Let them know it is available to purchase.

### **Great quote to end the workshop**

“There are two great times in your life. One is when you were born and the other is when you figure out why.”

-unknown

I encourage them to figure out why. Enjoy the journey. Don't ever stop learning, because if you're not moving forward, you're moving backward.

I also tell them not to let fear stop them. *Failure is one step closer to success* and everybody on this planet fails. Multiple times!

**Have them complete the survey.** Tell them to be brutally honest, complete it anonymously and fold the paper and leave on the table. Tell them being honest is the best way you learn how to improve the bootcamp for the future.

(I have used the comments from the survey as testimonials. You can see some of these on my website. You should use your comments as testimonials on your website and marketing material as well.)

Have fun and enjoy this experience.

I always leave my workshop feeling great, knowing that I've made a difference in someone's life. You should too!!