

LESSON 1

SPPSL40.2

GETTING STARTED

12-18 YEAR OLDS

PURPOSE

To enable youth to make appropriate decisions for starting their own lawn care business.

OBJECTIVES

Youth will be able to:

- identify all the tasks of managing a successful lawn care business.
- evaluate what resources (money, knowledge, etc.) they will need to start their business.
- make the appropriate decisions regarding starting their own enterprise.

LIFE SKILLS

Youth will develop:

- goal-setting skills.
- planning and decision-making skills.
- research, data collection and evaluation skills.

LESSON TIME

Lesson time will vary, depending upon the learning activities selected and the size of the group. Lesson activities will also vary depending upon the age of the youth. Most activities require approximately 30–45 minutes.

LEARNING ACTIVITIES (with target participant age ranges)

WHAT ARE MY GOALS? (12-18 years)

SCAVENGER HUNT (16-18 years)

IS IT WORTH IT? (16-18 years)

DEVELOPING A BUSINESS PARTNERSHIP (16-18 years)

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ADVANCE PREPARATION

1. Review GETTING STARTED...Background Basics.
2. Review activities and choose appropriate one(s) to use.
3. Secure necessary materials as described.

Do

GETTING STARTED

- ◆ Help youth assess their knowledge and skills about lawn care through WHAT ARE MY GOALS?
- ◆ Have youth set their knowledge, skills and financial expectation for this project in WHAT ARE MY GOALS?
- ◆ Youth will learn how to identify resources available to the small business entrepreneur through the SCAVENGER HUNT.
- ◆ Have youth evaluate employment opportunities in IS IT WORTH IT?
- ◆ Working with an adult partner to establish their lawn care business is explored in DEVELOPING A BUSINESS PARTNERSHIP.

REFLECT

- ◆ What were some of the most important skills you learned from these activities?
- ◆ What steps does one need to go through before deciding to start a new business?
- ◆ What activities have helped you the most in your lawn care business project decisions?

APPLY

Assist youth in transferring what they have learned from these activities to other areas of their life.

- ◆ How can you use these same skills and activities in the future?

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BACKGROUND BASICS...Getting Started: Dollars and Sense

The purpose of this lesson, as stated earlier, is to help youth make the appropriate decisions regarding starting their own lawn care business. While we recognize that many young people will be anxious to get started with what they think they already know, it's very important to help them think through this enterprise more thoroughly and completely. The activities in this lesson are designed to help youth discover the need for additional study by getting them to become "in charge" of their own assessments of their knowledge and skills. In the first few activities we hope to motivate them to become a responsive, self-directed and excited group of learners.

The Decision To Enter Small Business

Small businesses make a substantial contribution to the national economy each year. The term "small business" is open to several different interpretations depending on the source. Some sources refer to small businesses as those with fewer than 100 persons on the payroll, while others refer to businesses that are privately owned and operated and not dominant in its field of productivity/services. Regardless of terminology, the important concept for young people to discover and know is that today's leading corporations began as modest entrepreneurial enterprises of individuals who had an idea, the determination, the knowledge and skills to make it happen!

What is an entrepreneur (an-tra-pre-nur)? According to Webster's, it is a person who organizes and manages a business undertaking, assuming the risk for the sake of the profit. Webster's doesn't mention the seemingly insurmountable details, planning and paperwork associated with starting a business. Fortunately, there are quite a few places where youth can find help and guidance.

One of the most accessible resources is the **Service Corps of Retired Executives (SCORE)**. Sponsored by the US Small Business Administration, SCORE provides free business counseling to small business owners and prospective owners (like the youth in this program). Because they deal with the same questions all the time, SCORE often has concise written material readily available. They can advise youth on what they need to think about when starting a business, the information (and accompanying forms) they need and where they need to go to get that information. In fact, SCORE volunteers provided valuable insight into the development of this program and, during a pilot test, made excellent co-leaders for the business aspects of it!! (Invite them to help you.) To contact a SCORE representative in your area look for SCORE in the business section of your local telephone book or contact the Small Business Administration listed in the blue pages (government pages). Remember that not all cities have the SCORE program, but you may be able to find an office in a nearby town. The **Chamber of Commerce** and the **Small Business Development Center** provide similar services also.

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The **Blue Pages** of the phone book is an excellent resource for all government phone numbers. However, the listing can be daunting for youth who have never had to wade through bureaucratic mire. Youth should be encouraged to “dive in” and ask questions. Often that is the only way to figure out where you can find an answer or determine if you are even asking the right question. The Blue Pages will also give you an idea of where local government is located. City Hall is no longer the central spot for all information.

Several of the activities addressed in this first lesson will “set the stage” for the remaining more in-depth lesson topics on the lawn care and business skills needed to be successful. Most of these activities can be done rather quickly/simultaneously to get youth investigating their lawn care business potential. Helping youth to be responsible and to think about resources they will need to negotiate support from their family are skills useful in both this and other projects.

WORKBOOK OVERVIEW

WHAT DO I KNOW? Workbook page 4

This quiz will provide a baseline for what youth know and don't know about all aspects of lawn care.

SETTING GOALS: THE DOLLAR AND SENSE WAY! Workbook page 5

This page will help youth to establish their goals for this project.

RESOURCES

Business Florida magazine
Enterprise Florida
390 North Orange Avenue, STE 1300
Orlando, FL 32801
(407) 425-5313
(407) 425-1921 (fax)

Provides a comprehensive overview of Florida's economic resources, development and statistics. Published in conjunction with *Florida Trend* magazine.

Small Business Development Center
State Director's Office
University of West Florida
Downtown Center
19 W. Garden Street
Suite 300
Pensacola, FL 32501
(904) 444-2060

Phone for information about subcenters around the state.

SUGGESTED AGE: 12-18 years

OBJECTIVES: Youth will be able to:

- identify knowledge and skills needed to succeed in a lawn care business.
- determine their goals for starting their own business.
- calculate a financial goal.

LIFE SKILLS: ○ Planning and goal setting skills.

MATERIALS: *Mowing for Money: A Dollar and Sense Guide to Lawn Care* 4-H Workbook for each youth

HOW'D YOU LIKE TO BE IN BUSINESS FOR YOURSELF? Workbook page 3

WHAT DO I KNOW? Workbook activity page 4

SETTING GOALS: THE DOLLAR AND SENSE WAY! Workbook activity page 5

Copies of TAKE HOME LETTER activity sheet for each youth

Pens/pencils

Easel pad/chalkboard

Markers/chalk

TIME: 30-45 minutes

SETTING: A comfortable room with tables and chairs.

INTRODUCTION

How would you like to be in business for yourself...doing quality work...making decisions...calling the shots...helping the customers...and going to the bank with the profits? These are a few of the goals of this new project called ***Mowing for Money: A Dollar and Sense Guide to Lawn Care***. In this project, you will learn:

- ✓ safe and intelligent lawn equipment operation, maintenance and repair.
- ✓ some professional approaches toward growing the best looking lawn possible (and keeping it healthy); and
- ✓ the important steps required to set up your own lawn care business.

Why do you want to learn about lawn care?

Have someone make a list on an easel pad or chalkboard of the things the teens identify. Responses might include: make money; learn business skills; learn how to use and take care of equipment; learn more about lawn care management.

There's lots to learn before starting out in the business world of learning to earn, so let's get started! Let's see what you know and what your experiences have been.

Do

Let's GET STARTED!

- ◆ Ask youth: “What do you need to **know** to start your own lawn care business or for good lawn care management?”

Note: You may have them start this way and while the list may be limited it will stimulate their thinking about the different aspects of good lawn care management and business skills.

- ◆ Handout copies of the *Mowing for Money* Workbook and instruct youth to read **HOW'D YOU LIKE TO BE IN BUSINESS FOR YOURSELF?** on Workbook page 3. Have them write in their own personal reason for being in this program.
- ◆ Have youth complete **WHAT DO I KNOW?** Workbook activity page 4. Ask each youth to complete this inventory of their experiences, knowledge and skills related to lawn care to become a successful lawn care “entrepreneur.”
- ◆ Encourage them to be honest with themselves. A smart business person always starts with researching what they know and don't know about their future business.

REFLECT

After each youth has completed their inventory, review and share their responses.

- ◆ How many have mowed lawns before? Has anyone previously mowed lawns for other people?
- ◆ What skills have you experienced before? What skills do you need to learn?
- ◆ Which questions referred to safety?
- ◆ What mowing knowledge will you need?
- ◆ Who knows what “mowing height” means?
- ◆ Who can identify the 6 primary Florida lawngrasses? (Ask youth to describe, if they can.)
- ◆ What business skills will you need? What skills and experiences have you had?
- ◆ What do you record on a ledger?

APPLY

- ◆ Have each youth complete SETTING GOALS: THE DOLLAR AND SENSE WAY! Workbook activity page 5. These goals relate to the knowledge or “SENSE” side of getting started but there's also the “DOLLAR” goals that will be important to the youth.
- ◆ Indicate these are the basic topics they will be exploring in this project. At this time you may need to discuss how and when each of these topics will be addressed in your meeting schedule.

DO

- ◆ Next, point out that it's important to identify the steps necessary to start a lawn care business. What steps do we have to follow to get started?
- ◆ Ask the youth to identify all the steps (or questions) they can think of that will help them get started in creating their own lawn care business.
See what the youth can think of first! Depending on your group, you may have them list these individually, in small teams, or brainstorm as a total group.

REFLECT

- ◆ If done individually or in small groups, first have the groups share their steps with the others.
Some of their responses might look like this:
 - Will my parents/guardian let me do this?
 - Will they let me use our family mower?
 - How will I get money for gas?
 - How will I advertise or get customers?
 - How will I know how much to charge?
- ◆ Review and discuss the questions with the youth. Let them share what they think will be necessary to accomplish the answers to each questions.
- ◆ Ask them to compare and analyze their lists with each other to see similarities and differences.

- ◆ Next, as you review the lists, consolidate the questions. Help them group and put their questions in order of “steps” that have to be accomplished before starting their own business. Did they include such steps and questions as these:

STEP 1. *Planning...*

What do I know?
What skills do I have that will help me?

STEP 2. *Goal Setting...*

What do I need to know and what are the skills I need before getting started?
What are my financial goals?
What are my other goals for this project?

STEP 3. *Investigating...*

What lawn care services will I provide?
How will I identify customers?
How can I find out if they want or would use my services?

STEP 4. *Inventorying Resources...*

What equipment, supplies, or other resources will I need in order to provide these services?

STEP 5. *Decision-Making...*

Discussing and negotiating what and how I will do this with my parent/guardian.

Note: They may not have thought about these steps...but just point out that they are currently in the process of doing them through researching and determining their needs!

APPLY

- ◆ Ask them about the knowledge, skills or resources they will need to accomplish each step. They may need to add additional items to their goal list in the previous activity! How complete were their steps to getting started in business?
- ◆ Review the *Mowing for Money* Workbook and introduce the upcoming lesson topics that will help them learn the skills to accomplish these steps.
- ◆ Hand out the TAKE-HOME LETTER Activity sheet and any other details you need to provide them regarding this project.

Dear Parent/Guardian:

We hope you know by now that your teenager is enrolled in the 4-H Project *Mowing for Money: A Dollar and Sense Guide to Lawn Care*. In this project, the participants are learning:

- > safe and intelligent lawn equipment operation, maintenance, and repair;
- > some professional approaches toward growing the best looking lawn possible (and keeping it healthy); and
- > some important steps required to set up their own lawn care businesses.

While enrolled in this project, your teenager has the opportunity to gain the knowledge and skills required in these areas. However, to go beyond the learning experiences of the 4-H project to actually develop a lawn care business is a major responsibility. That decision is for you and your child to make together. There are several significant issues we want to introduce to you in this letter as you make this decision. These issues include the State and Federal Child Labor Laws and the personal liability issues you should investigate for you and your teen.

We cannot provide you with legal advice, but we would like for you to be aware of some of the concepts and legal issues that may arise for your teen in the operation of a lawn care business. In addition, parents may sometimes be held accountable for the actions of their children. For legal advice, please consult your attorney.

Part I of Chapter 450 of the Florida Statutes sets forth general state legislation on child labor in Florida. Many other laws may also apply to your teen's situation. Each year, the legislature may revise, add or delete some of the laws that may apply.

Some examples of current state law are the following:

Section 450.021 states, with few exceptions, that ". . . no person 13 years of age or younger shall be employed, permitted, or suffered to work in any gainful occupation at anytime.

Section 450.061 provides in part that "[n]o minor 15 years of age or younger . . . shall be employed or permitted or suffered to work in any of the following occupations: (a) in connection with power-driven machinery except power mowers with cutting blades 40 inches or less."

Section 450.081 discusses the number of hours a child may be permitted to work in a given day or week and the times of day during which a child is permitted to work on school days, holidays, and summer vacations.

Certain federal laws, such as the Fair Labor Standards Act (FLSA), may also affect children under certain circumstances. The FLSA would be applicable when a child is employed in a business engaging in interstate commerce or generating at least \$500,000 per year in income. However, children mowing lawns as "independent" contractors in their neighborhoods, using their own supplies, materials, and equipment, setting their own schedules and directing their own work, should not be prevented from operating a lawn care business by the FLSA.

Accordingly, while the education and training of children can occur at any age, children cannot mow for hire under any circumstances unless they are at least 14 years of age and those aged **14 to 15 can only operate power mowers with cutting blades of 40 inches or less under state law.**

There are other responsibilities and considerations, such as accidental health coverage, personal liability for damage to others' property, and incorporation of a business, that should be investigated prior to encouraging your teen to pursue a business opportunity in lawn care. We encourage you to investigate and review these issues with the appropriate individuals relative to your insurance and legal liabilities. It will be helpful to your teenager to investigate and understand these issues with you.

To assure your local 4-H leader that you are aware of these issues and that you acknowledge and understand your responsibilities as a parent/guardian, please sign and return this document to them. We hope your teen enjoys the learning experiences as a result of this Florida 4-H Project and that the knowledge is worthwhile to you and your family.



I acknowledge and support my child's participation in the *4-H Mowing for Money: A Dollar and Sense Guide to Lawn Care* educational project. I acknowledge that the actual formation and operation of a lawn care business is beyond the scope of the 4-H program. I understand and agree that the 4-H program, the University of Florida and the State of Florida are not liable or responsible in any way for the formation or operation of a lawn care business by my child and that nothing in the above letter constitutes legal advice to my child or me.

Date

Signature of Parent/Guardian

SUGGESTED AGE: 16-18 years

OBJECTIVES: Youth will be able to:

- determine what resources they need to establish their business.
- determine where to find those resources

LIFE SKILLS: ○ Personal communication skills.
○ Research and investigation skills.

MATERIALS: Copies of SCAVENGER HUNT Activity sheet for each youth
Pencils/pens
Easel pad/markers
Local telephone books
Telephone (for youth to verify information)

TIME: 30-45 minutes

SETTING: A comfortable room with chairs and tables.

ADVANCE PREPARATION:

Fill in SCAVENGER HUNT answers with local phone numbers and addresses.

INTRODUCTION

There's an old saying, "Anything worth doing is worth doing well." It's never more true than when you are starting a business. It's logical to think that you need to know the subject of your business, in this case, lawn care. That's why you're in the program. But part of learning your business is research. It's pretty logical that you will need a mower, but you don't simply buy the first one you see. You check out the deal, find out the quality and determine how you will pay for it.

This activity is designed to have youth investigate the resources available to help them as a small business owner. This is the "business" side of business that most people don't actually realize they have to deal with until they have already invested significant time, money and effort. Additionally, setting up a framework for business is much easier than making a framework fit after a business is already up and running.

Do

Go on a SCAVENGER HUNT!

- ◆ Have youth brainstorm about the different things they will need to know about to start a business. List them on an easel pad.
- ◆ Divide youth into pairs and assign each pair a topic from the flip chart.

Note: Keep youth focused on business oriented topics. Lawn care will be covered in following activities.

- ◆ Have youth determine where they can find out information on their topic as well as a phone number to call and place on SCAVENGER HUNT activity sheet.
- ◆ Regroup and discuss.
- ◆ Compare to the SCAVENGER HUNT answers.

REFLECT

- ◆ How many agencies are willing to help a new business owner?
- ◆ Which agencies can help do more than one thing?
This is an important concept to bring to youths' attention. If you can accomplish more than one goal at one location, you save time.
- ◆ Which agencies are within walking distance? Riding distance? What “business” can you cover over the phone, through the mail or over the Internet?

APPLY

- ◆ Have youth use the SCAVENGER HUNT activity sheet to find out the information they need to start their business.

SCAVENGER HUNT ANSWERS

Agency	Phone	Address	Specialty	Importance
Service Corps of Retired Executives (SCORE)			Business counseling	Can provide years of experience for FREE—excellent resource.
Internal Revenue Service			Employer ID number, personal tax	Everyone has to pay taxes. It is illegal to avoid them.
City Hall or Permits & Licenses			City work permits, occupational licenses	Required in most areas if you do business within the city limits.
County Administration			Occupational license (if needed); fictitious name registration (if needed)	Many areas require you to have a license to do business. If you want your business to have a name other than your legal name, it must be registered.
Chamber of Commerce			Business counseling, economic information	You can find out what some of your competition is and perhaps find clients.
Insurance Agent			Workers' compensation, liability insurance	May prevent problems later on.
Bank			Savings/checking accounts, loans	Record keeping
Department of Revenue			Sales tax collection/exemption	May save you money.
Department of Labor			Minimum wage, workers' compensation, proof of age, work place safety, child labor laws and regulations	You should be familiar with how laws affect you and your business.
Other			Fill in as needed	

SCAVENGER HUNT!

How can these agencies help you start a business?

Agency	Phone	Address	Specialty	Importance
Service Corp of Retired Executives				
Internal Revenue Service				
City Hall or Permits & Licenses				
County Administration				
Chamber of Commerce				
Insurance Agent				
Bank				
Department of Revenue				
Department of Labor				
Other				



SUGGESTED AGE: 16-18 years

OBJECTIVES: Youth will be able to:
○ evaluate employment opportunities.
○ make informed career choices.

LIFE SKILLS: ○ Learn how economic considerations affect employment.

MATERIALS: Copies of IS IT WORTH IT? activity sheet for each youth
Pens/pencils

TIME: 30 minutes

SETTING: A comfortable room with tables and chairs.

INTRODUCTION

How do you decide the way you want to earn money?

Ask everyone for an idea.

What factors should you consider?

Salary rate, benefits, compensatory time, quality of company, job description, co-workers, schedule flexibility, contract duration.

Do you know what “minimum wage” is?

The legal minimum hourly wage rate an employer can pay. It is established by the government and changes periodically with the cost of living.

Do you know what the “minimum wage” is currently?

How would the current minimum wage affect you? What if you charge too much? These are just a few of the factors to consider, let's explore a few more.

Do

IS IT WORTH IT?

- ◆ Give each youth a copy of the IS IT WORTH IT? activity sheet.
- ◆ Introduce the concept of comparing opportunities.
- ◆ Ask them to list all the other things they could do to make money this summer other than lawn mowing on their worksheet.

Note: You will probably have to help them think about things like...baby sitting or working in a restaurant, the mall or a theme park.

- ◆ Help them associate a reasonable amount of money they could get for these services. For example, they might get paid \$4 an hour for babysitting.
- ◆ Make sure they identify any resources needed or costs/problems associated with these alternatives.

Examples:

Transportation might be needed. If you don't have a car, this will be a cost/problem to work out with someone in your family. Or is mass transportation (bus, train, taxi) available and convenient and what does it cost? If you do have a car, how much will it cost to maintain it (gas, oil, tires, insurance, etc.)?

Weekend jobs might be considered to be a personal cost in time you don't want to sacrifice just to earn money.

REFLECT

Once they've completed the IS IT WORTH IT activity sheet, review:

- ◆ Do you have other alternatives to reach your financial goal besides your potential lawn care service? Ask youth to share examples.
- ◆ Make a pro vs. con list to compare.

APPLY

- ◆ Why is it important to compare different ways of earning an income? Ask your parents what criteria they used to determine the job they have.
- ◆ Do you think you would use the same criteria if you were married and had a family? What might change or alter your decision?

Is It Worth It?

Jose wants to make \$400 this summer in order to go on the senior class trip. He has decided to mow lawns to make this money. His parents are willing to help him by letting him use their mower and gas, provided he mows the lawn each week for them. Jose will provide only labor and his time.

One of the factors he must consider in deciding on employment is how much it will cost **HIM** to mow lawns. What are his other **OPPORTUNITIES**? Is it worth it?

Here are a few things to consider if this opportunity is worth your time and effort if you were Jose.

1. List all of the other things you could do to make money this summer.
2. How much could you make doing each of these activities?
3. List what kinds of skills you would learn in this kind of job?
4. How would this knowledge or experience benefit you in the future?

List Things You Could Do:	How Much Money Could You Make?	What Could You Learn?	How Would You Benefit in the future?
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Which is your best bet now? _____

Which is your best bet for the future? _____

How do your opportunities compare? _____

Which job will you try to get now? _____

Why? _____



LESSON 1: GETTING STARTED:

Activity 4: Developing A Business Partnership

SUGGESTED AGE: 16-18 years

OBJECTIVES: Youth will be able to:

- discuss and develop a business partnership with a parent/guardian for their lawn care business.

LIFE SKILLS: ○ Personal communication skills.
○ Decision-making and negotiation skills.

MATERIALS: Copies of DEVELOPING A BUSINESS PARTNERSHIP DISCUSSION GUIDE activity sheets for each youth
Copies of DEVELOPING A BUSINESS PARTNERSHIP SAMPLE AGREEMENT FORM handout for each youth
Copies of DEVELOPING A BUSINESS PARTNERSHIP AGREEMENT FORM activity sheet for each youth
Pens/pencils

TIME: 30-45 minutes

SETTING: A comfortable room with chairs and tables.

INTRODUCTION

Now that you know more about what it will take to start your own lawn care business you will need to discuss these things with your parent/guardian to come to an understanding about your project. This will give you experience at “negotiating” with your first “business partner.” You will learn how to do other agreements with your customers later in the project.

Do

DEVELOPING A BUSINESS PARTNERSHIP!

- ◆ Let's begin by listing the kinds of things you think you need to discuss with your parent/guardian.
- ◆ Ask each youth to make their own list since each situation will differ in expectations, using the DEVELOPING A BUSINESS PARTNERSHIP DISCUSSION GUIDE activity sheets. They provide topics and questions that might help them get started. These represent the different types of resources they need to consider (some of which they probably identified in an earlier activity in this lesson).

REFLECT

- ◆ Once they have completed their lists, let each youth share some of their issues and topics they plan to discuss with their parent/guardian. Some questions you might use are:
 - Are there activities you will have to give up to have the time to do this project?
 - What about your parent/guardian...how will this affect their time?
 - What resources will you need to negotiate? (money, time, equipment, fuel, etc.)
 - What are you willing to do in exchange for their support and resources?

- ◆ Have youth discuss the DEVELOPING A BUSINESS PARTNERSHIP SAMPLE AGREEMENT FORM handout. Ask them when and how they would do this with their adult partner.

APPLY

- ◆ Distribute a take-home copy of the DEVELOPING A BUSINESS PARTNERSHIP AGREEMENT FORM handout, and ask youth to complete it with their parent/guardian to establish their lawn care business.

- ◆ Ask youth how they could use this same approach with other projects? Have they ever prepared an “agreement” before? If so, ask them to share their experience.

- ◆ Why is this necessary with this project? List other times this might have advantages for projects.

DEVELOPING A BUSINESS PARTNERSHIP

DISCUSSION GUIDE

List the things you need to discuss and “negotiate” with your parent/guardian.

TIME



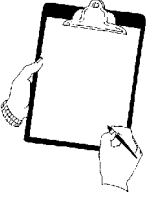
How will this activity fit into your current available time? What are your current chores around the house? Do these need to be discussed in relationship to doing this project? What about your other interests and commitments...swimming, family vacation, etc. ?

List how much time you estimate your lawn care service will **take you** each week. How much **time will you need from** your adult “partner” to support this project? List all the issues about time you need to discuss.

DEVELOPING A BUSINESS PARTNERSHIP

DISCUSSION GUIDE

SERVICES



What services do you want to provide? List and discuss these with your parent/guardian. One of the things that needs to be investigated is your/their insurance liability as it relates to your services. For example, who will pay for Mrs. Jones' petunias if you accidentally mow/trim too close?

List your proposed services.

EQUIPMENT SUPPLIES or TRANSPORTATION



Do you have a mower or other equipment for the services you want to provide? Will you be able to use the family mower? Under what conditions? Are there types of equipment that you are not allowed to use? What about the supplies and expenses for use and maintenance (gas, oil, etc.)...will you pay for these? Are all jobs within walking distance? If not, how will you get to them?

DEVELOPING A BUSINESS PARTNERSHIP

DISCUSSION GUIDE

MONEY



What financial resources will you need for your business? Are you asking for resources to get started or on a continued basis? Will the money be a “loan” that you pay back from your profit or a gift? Are there services you will do in exchange for these resources?

LICENSES/ PERMITS



You may need a city and/or county occupational license to operate your own business. Call your local government tax collector's office for information. Look in the phone book for their phone number. Ask (and keep a record of) the full name of the clerk with whom you speak. Check into other requirements, too. If you want to use a name other than your own for your business, you must register it by filling out a “fictitious name” registration.

DEVELOPING A BUSINESS PARTNERSHIP

SAMPLE AGREEMENT FORM

Working with your adult "business partner," develop your business "partnership" agreement.

My Lawn Care Service Contract

Contract Time Period: May to Sept.

Parent/Guardian will provide:

-Mower in good running order (sharp blades, etc.)

-"Advance" on 1st can of gasoline

Teen agrees to:

- Mow lawn at home at no charge as "rent payment" for mower use.

- Reimburse parent for 1st can of gasoline

- Maintain mower according to owner's manual specifications

with adult help.

I have completed and agreed to the above conditions. I understand my roles and responsibilities as outlined.

Signature of Teen

Signature of Parent/guardian

Date

Date



DEVELOPING A BUSINESS PARTNERSHIP

AGREEMENT FORM

Working with your adult “business partner,” develop your business “partnership” agreement.

My Lawn Care Service Contract	
Contract Time Period: _____	
Parent/Guardian will Provide:	

Teen agrees to:	

I have completed and agreed to the above conditions. I understand my roles and responsibilities as outlined.	
_____ Signature of Teen	_____ Signature of Parent/guardian
_____ Date	_____ Date

