



Lemonade Day![™]

MENTOR GUIDE

DEAR MENTOR,



Thank you for choosing to lead a young person in your life through Lemonade Day! Join in the fun by helping your youth earn money and learn about ways they can be successful in business and in life.

The Lemonade Day experience offers multiple opportunities for adult involvement.

ADULT ROLES

1. Mentor – Guide youth through the steps and decision-making process.
2. Teacher/Youth Leader – Incorporate this experiential learning program with your students or group.
3. Investor – Support a Youth Entrepreneur by loaning them money to start their business.






We encourage you to allow your youth to be completely hands-on throughout the process while you provide them with guidance and support.

MATERIALS

Mentor Guide: This Guide corresponds to the 4 modules in the My Lemonade Day app and is designed to help you guide your youth to get the most out of Lemonade Day, complete with suggestions for enrichment and questions to stimulate deeper thinking.

My Lemonade Day App: Help your youth work through the lessons in the My Lemonade Day app where they will watch videos, complete activities and create and record their plans and decisions for their lemonade business.

LOOK FOR THE FOLLOWING ACTIVITIES WITHIN THE APP

	VIDEO		SLIDESHOW		TOOL
	INTERACTIVE		REAL WORLD		



SEARCH INSTITUTE 40 DEVELOPMENTAL ASSETS®



The Lemonade Day program promotes the developmental assets in youth. The 40 Developmental Assets® identify a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults. You may notice that your child seems energized by the Lemonade Day process, and you will likely see a boost in their self-esteem. As you review this Guide, please note the Asset Area impacted by the lesson. For a list of the 40 Developmental Assets®, see the last page of this Guide or visit search-institute.org.

STEPS TO SUCCESS - 4 MODULES

	NUMBER OF ASSET AREAS COVERED
SET A GOAL – MY GOALS	8
MAKE A PLAN – MY PLAN	8
WORK THE PLAN – MY STAND	11
ACHIEVE YOUR DREAMS – MY RESULTS	8

CHECK OUT LEMONADE DAY CONTESTS

Be sure to visit LemonadeDay.org/contests to find out more about our contests. Help your youth enter for the chance to win awards and prizes. Within your mentor portal, you can provide permission for your youth to automatically enter national contests.





MY GOALS

It is important that youth understand the meaning of entrepreneurship and what it takes to become an entrepreneur. As an entrepreneur, your youth will want to set goals for themselves and for their business. Setting goals is the first step to any successful endeavor. Encourage your youth to set multiple goals for themselves, specifically a spend, save and share goal. What will it take for them to reach their goals? Help them to understand the difference between a short-term goal and a long-term goal. How will they know they are successful? Remind them that they are the owner of their lemonade business, and it is their decision on how to allocate their earnings. Share a goal of your own and how you achieved that goal.

ASSET AREA:

SOCIAL COMPETENCIES – Planning and Decision Making

POSITIVE IDENTITY – Personal Power

1.1 BEING AN ENTREPRENEUR

ASSET AREA:

POSITIVE IDENTITY – Positive View of Personal Future, Personal Power, Sense of Purpose

SOCIAL COMPETENCIES – Planning and Decision Making

Entrepreneurs assume risks and responsibilities to achieve their goals. Youth should understand that entrepreneurship is an option for their future. Are you an entrepreneur or do you have a family member who is an entrepreneur? Help your youth to think of examples of entrepreneurs in your community and do an internet search to learn about famous entrepreneurs. Review the four Steps to Success (Set a Goal (My Goals), Make a Plan (My Plan), Work the Plan (My Stand) and Achieve Your Dreams (My Results)) which can be applied to business and life. Help your youth understand the relationship between income, expenses and profit ($\text{INCOME} - \text{EXPENSES} = \text{PROFIT}$). Assist your youth in determining a realistic money goal for their lemonade stand business.

Questions to Ask Your Participant:

- What is an entrepreneur?
- Why do entrepreneurs start businesses?
- Can you think of an example of an entrepreneur in our community?
- Why do you want to start your own lemonade business?
- Do you have any other good business ideas?
- What are the four steps that will help you be successful in your lemonade business?
- What's the relationship between income, expenses and profit?
- What's your money goal?



1.2 SPEND, SAVE, SHARE

ASSET AREA:

POSITIVE IDENTITY – Personal Power

SOCIAL COMPETENCIES – Planning and Decision Making

POSITIVE VALUES – Caring, Equality, Social Justice, Service to Others

SPENDING GOALS - As a reward for their hard work, your youth should consider spending some of their profit on something they want. Help your youth decide on something they would like to buy and research the cost to determine the amount of their spending goal. You may even want to take a trip to the store to look for ideas and see how much things cost.

SAVING GOALS - Talk to your youth about the importance of saving money for the future. They may want to save some of their profit for a “Rainy Day” or for something they may need or want in the future. Help them think of things they might want to save for. It could be summer camp, college, or their next business venture. If your youth has a savings account, encourage them to add to it. If they don’t, take them to the bank to open one. Talk to your youth about a time when you saved some of the money that you earned and what you were saving for.

SHARING GOALS - Businesses have a responsibility to give something back to the community that supports them. Help your youth identify a cause that is important to them. You can give them suggestions of charities that you support but also encourage them to do some research and find a cause that means something to them.

Help them understand that their goal is to make enough profit from their lemonade business to meet or exceed the combined total of their spend, save and share goals.

Questions to Ask Your Participant:

- What would you like to buy with your own money?
- How did you choose?
- How much money will you need?
- Do you want to save some of your earnings?
- How much money do you hope to save?
- Why should you save?
- Where should you save? What are places other than a bank where you might save your money?
- Do you have a savings account, or will you need to open one?
- Would you like to share some of your earnings with our community or a charity?
- Why do you think giving back to the community is important?
- What are some things you care about? What organizations are helping meet those needs?
- How much money do you want to share with a charity?
- What charity would you like to share with?
- What are other ways you can help in the community?
- Now that you have set your spend, save and share goals, what is your total money goal?
- Do you think that this goal is achievable?



MY PLAN

In the next module, My Plan, youth will have fun making lots of choices for their business. They will choose a team, a location, a lemonade recipe and a type of stand. They will also define their brand and decide what twist they will incorporate to make their business unique. They will learn about customer service and how to advertise their business. The results of the decisions they make will be populated into their Business Plan and Budget. The Business Plan and Budget will serve as their “map”, helping them make money and become successful entrepreneurs.

ASSET AREA:

SOCIAL COMPETENCIES – PLANNING AND DECISION MAKING

2.1 BUSINESS PLAN

ASSET AREA:

SOCIAL COMPETENCIES – Planning and Decision Making

A Business Plan is a summary of all the decisions youth make for their business. In this lesson, youth will be introduced to the concept of a Business Plan, understanding that all of the decisions they make in the first and second module will come together to produce their final Business Plan.

Questions to Ask Your Participant:

- What is a Business Plan?
- Why is a Business Plan important?
- What kinds of things will be included in your Business Plan for your lemonade stand?

2.2 MY TEAM

ASSET AREA:

BOUNDARIES & EXPECTATIONS – Positive Peer Influence

SOCIAL COMPETENCIES – Interpersonal Competence

SUPPORT – Family Support, Other Adult Relationship

It's important for youth to understand the value of a team. While they may or may not choose to run their business with teammates, it's good for youth to consider how certain teammates might benefit their business. In this lesson, youth will learn about partners (teammates who share in both the risk and reward of starting a business together; someone who is willing to do equal work on their shared stand) and helpers (teammates who agree to help youth in order to see them succeed; someone who is willing to participate but will not do as much work). They will also learn how having teammates will impact their overall profit.



Questions to Ask Your Participant:

- What are some characteristics of a good teammate?
- How could having a team help you?
- What are the potential risks that come with having a team?
- Who will you ask to join your team?
- What will make them a good teammate?
- What's the difference between a partner and a helper?
- Will you have both partners and helpers? Who will they be?

2.3 FINDING MY LOCATION

ASSET AREA: SOCIAL COMPETENCIES – Planning, Decision Making

Location, location, location! The location of their lemonade stand might make the difference between your youth falling short, meeting, or exceeding their goal. Your youth will want to find a safe location with lots of thirsty people with money. Discuss the location of other businesses in your community and why their owners may have selected these particular spots. Take your youth on a field trip around your community to scout possible locations, and discuss the pros and cons of each one.

Questions to Ask Your Participant:

- Where do lots of people go on the weekend?
- What are the characteristics of a good location?
- Will you need to ask for permission to set up at a particular location? If so, who will you need to ask?
- Is the location safe?
- If people will be driving to your location, are there places for them to park?
- Based on the pros and cons, where would the perfect location be for your lemonade stand?

2.4 THE CUSTOMER

ASSET AREA: SOCIAL COMPETENCIES – Planning, Decision Making

The people who buy lemonade from youth on Lemonade Day are the customers. In this lesson, youth will learn that if they want lots of customers, they should try adapting their lemonade to the tastes of as many people as possible. They will conduct a survey of potential customers to find out more about people's wants and needs. If possible, you might help your youth conduct this survey in the area that they've selected for their stand location. That will allow them to talk to people who frequent that area and are likely to be their customers. If that's not possible, encourage your youth to interview family, friends and even classmates.

Questions to Ask Your Participant:

- Who are your potential customers?
- Can you name some characteristics of a good customer?
- What do your customers want?
- Were the results of your survey surprising or was it what you expected?

2.5 CUSTOMER SERVICE

ASSET AREA:

EMPOWERMENT – Service to Others

BOUNDARIES & EXPECTATIONS – High Expectations

Remind your youth that the customer experience is important. Help your youth understand how important it is to have good customer service at their lemonade stand. Every interaction with a customer on Lemonade Day is a chance to give good customer service. Good customer service will help attract customers to a business. Tell your youth about a time when you experienced great customer service and how that made you feel. Along with good customer service comes making correct change! It's important that youth understand how to make proper change so they feel comfortable with that process on Lemonade Day.

Questions to Ask Your Participant:

- What does customer service mean?
- What are examples of good customer service?
- How will you implement good customer service at your lemonade stand?
- Have you had a good or bad customer service experience? What was that experience like?

2.6 MY EXPENSES

ASSET AREA:

SOCIAL COMPETENCIES – Planning and Decision Making

In order to run a lemonade stand, you need to spend some money to get started. Your expenses consist of all the stuff you need to buy for your lemonade recipe, stand and twist. Explain to your youth that in this lesson, they will be discovering all of the potential expenses they might incur when planning to set up their lemonade stand business. As your youth goes through the lesson, help them understand what expenses are necessary and maybe which ones are not as important. Deciding which things to spend money on are important decisions that business owners have to make.

Questions to Ask Your Participant:

- Can you define the term expenses?
- What are some examples of expenses you might have in the lemonade stand business? What specific expenses do you think you will have?
- What are the 3 categories of expenses?
- Did you think any of the 3 categories were more or less important?



2.7 DESIGNING A PRODUCT

ASSET AREA:

SOCIAL COMPETENCIES – Planning and Decision Making

CONSTRUCTIVE USE OF TIME – Creative Activities

Deciding on your product is an essential step in preparing to go into the lemonade business. Help your youth come up with what kind of lemonade they will make. Encourage them to consider taste, convenience, and cost effectiveness in their decision. Challenge them to be creative in coming up with a recipe that will make their product special. Have your youth conduct a taste test with family and friends.

Questions to Ask Your Participant:

- Can you think of some different kinds of lemonade?
- What are the 3 things you should consider when deciding what type of lemonade to make?
- What kind of lemonade do you want to make?
- What ingredients will you need to make your lemonade recipe?
- Have you considered adding anything to the recipe to make it stand out? What makes your lemonade special?
- What is your serving size, and what size cup will you use?
- What is your cost of ingredients per cup of lemonade?
- Is the price you're planning to charge per cup greater than the cost of the ingredients?

2.8 DESIGN A STAND

ASSET AREA:

SOCIAL COMPETENCIES – Planning and Decision Making

CONSTRUCTIVE USE OF TIME – Creative Activities

Every business needs a place to sell their product. Discuss the different types of lemonade stands. It does not have to be expensive, but it does need to be sturdy and safe. It should be attractive, functional, portable and cost effective. Help your youth think of options for their stand and what additional supplies they will need to run their business. You might also help them determine the materials needed and the cost. Remind your youth that some stands and/or stand supplies could be donated or borrowed. Visit a building supply store or research online for tips on building a stand. Have your youth draw a picture or create a blueprint of the stand they want to have on Lemonade Day.

Questions to Ask Your Participant:

- What kind of stand do you want to have?
- What materials will you need for your stand?
- If you plan to build a stand, do you know someone who is really handy who could help you build your stand?
- What other supplies do you need for your stand?
- Could you borrow any materials and/or supplies for your stand or have them donated?
- How much do you think your stand will cost?
- How will you transport your stand to your location on Lemonade Day

2.9 FIND YOUR TWIST

ASSET AREA: CONSTRUCTIVE USE OF TIME – Creative Activities

Having a brand or theme can help your youth attract customers to their stand. The special unique things they incorporate into their theme/brand is their twist! Talk about familiar brands and slogans for products. Ask them questions about their interests to help them decide on a brand/theme, slogan, name and decorations for their stand. Encourage them to be creative; the more unique it is, the better it will stand out. Help them think of ways they can tie their theme, slogan, and stand name together. Help them estimate any costs associated with their stand branding. Once they've decided on their brand, have them add their branding to the picture of their stand.

Questions to Ask Your Participant:

- Can you define twist?
- What twist will you incorporate into your lemonade stand business? What will make your stand unique?
- What will the brand/theme of your stand be?
- What is your slogan?
- What will you name your stand?
- How will you decorate your stand to reflect your twist?
- What supplies will you use to decorate?
- Will you have to spend any money purchasing decorations? How much?

2.10 ADVERTISING

ASSET AREA: CONSTRUCTIVE USE OF TIME – Creative Activities

Advertising is everything that you do to tell customers about a business or product. It incorporates the brand with information like location, hours, and price. It attracts attention to the product and lets people know what is being sold and why it is special. The more your youth promotes their business and product to potential customers, the more it will increase their sales. Discuss their favorite advertisements and why they are effective. You can also help your youth advertise by adding their stand location and details to the Lemonade Day map.

Questions to Ask Your Participant:

- What are the 3 categories of advertising?
- What is your advertising plan? How will you spread the word about your lemonade business?
- How will your advertising help increase your sales?
- Will you use signs? If so, how big will they be and what materials will you use? How big should the letters be to make sure the words can be read from a distance? How many signs will you make?
- What are all the things you need to say on your sign or your advertisements?
- How much do you think you will spend on advertising?
- Did you put your stand location and details on the Lemonade Day map?
 - What day will you operate your stand? (Encourage them to set it up on Lemonade Day with other youth in their city.)
 - What time of day will you run your stand?

2.11 FINAL BUSINESS PLAN

ASSET AREA:

SOCIAL COMPETENCIES – Planning and Decision Making

As a reminder, a Business Plan is a summary of all the decisions your youth has made for their business. Throughout this module, your youth chose their team, stand location, lemonade recipe, type of stand, twist and advertising. All of these decisions will be summarized in this lesson within their final Business Plan. Within the final Business Plan, they will also see their Budget. A Budget is a financial representation of the Business Plan and includes the decisions made about expected income, expenses and profit. Having a Business Plan and Budget can help youth save time and money and make more profit on Lemonade Day. Discuss budgets that you use regularly and how they help you. Remind your youth that they are an entrepreneur, their own boss, and they are in control of the business decisions. Your youth can look over all of these decisions to make sure they make sense as a whole. If necessary, they can change their previous answers in order to update their plan. The Business Plan will be their “map” to put their plan into action!

Questions to Ask Your Participant:

- Why is a Business Plan important?
- As you review the decisions you’ve made so far, are there any adjustments you would like to make?
- Why is a budget so important?
- What is your money goal?
- What is your expected profit?
- How many cups of lemonade do you need to sell to reach your goals?
- Do you think you can sell that many?
- If the number of cups is more than you think you can sell, what do you think we should change?
- Is your expected income greater than your expected expenses?



MY STAND

Now it’s time for action! Your youth has made their plan; it’s time to work the plan and fully prepare their lemonade stand to open for business on Lemonade Day. This module will encourage real world field trips in order to visit an investor and purchase supplies. Your youth may also be asking for your help as they create their lemonade, stand and twist. Everything that happens in this module will help your youth gear up for the big day.

ASSET AREA:

EMPOWERMENT – COMMUNITY VALUES YOUTH

3.1 GETTING AN INVESTOR

ASSET AREA:

EMPOWERMENT – Community Values Youth

POSITIVE VALUES – Responsibility, Integrity

In order to be able to buy all of the things needed for their business, your youth needs an investor to help cover expenses. Help your youth practice their investor pitch prior to meeting with their investor. Review the pitch deck that's pre populated and the loan agreement template with your youth so they feel comfortable. Have them practice their presentation on you. If possible, have them bring a device with them so they can pull up their business plan and budget to show their potential investor.

Questions to Ask Your Participant:

- How much money will you need to borrow?
- Who do you think would be willing to invest in your lemonade business?
- How will you ask this person?
- Why should they invest in your business?
- If the investor agrees to provide you a loan, how will that loan help you?
- What is interest and how will it affect your profit?
- When will you pay your investor back?
- What happens if you do not pay them back?

3.2 SUPPLY SHOPPING

ASSET AREA:

SOCIAL COMPETENCIES – Planning and Decision Making

Before your youth can create their recipe, stand and twist, they will need to purchase all of the necessary supplies. Help your youth review their shopping list to make sure they have everything they need. This is an excellent opportunity to do some comparison shopping with your youth and teach them about getting the best value for the supplies they need. Be sure to help them make good choices and let them pay with their own money or the money they borrowed from their investor. Remind them to keep their receipts so they can keep track of their expenses and adjust their budget accordingly.

Questions to Ask Your Participant:

- **Before Shopping:**
 - Do you have your shopping list ready?
 - Are all of the supplies you need for your recipe, stand and twist included?
 - Have you looked to see if you can find any coupons for the items you need?
 - Where are you going to purchase your supplies?
 - Do you have your shopping list, coupons, budget, a calculator and your money to take with you to the store?
 - What will you do if you don't buy enough? What if you buy too much?
 - Have you asked to borrow any supplies/materials so you don't have to purchase them?
- **After Shopping:**
 - How much did you end up spending on your recipe, stand and twist supplies?
 - Do you think you found the best deals? Why or why not?
 - How did your actual expenses compare to your expected expenses? Did your supplies cost more or less than you expected?

3.3 MAKING IT HAPPEN

ASSET AREA:

CONSTRUCTIVE USE OF TIME – Creative Activities

BOUNDARIES AND EXPECTATIONS – High Expectations

POSITIVE VALUES – Responsibility, Integrity

SUPPORT – Family Support, Other Adult Relationship

Now that the supplies have been purchased, it's time to get started. In this lesson, your youth will build their stand and create their lemonade and twist. Have your youth review the plans they made for their recipe, stand and twist. Your youth may need help and/or supervision while they go through the process of building their stand, making their lemonade and applying their twist. Remind your youth to follow health and safety guidelines to make sure all of the preparation goes as smoothly as possible. Check your city's Lemonade Day website to see if there are any specific Health Department guidelines that need to be followed.

Questions to Ask Your Participant:

- **Before getting started:**
 - Do you need help building your stand, making your lemonade and/or applying your twist? Have you asked an adult to help you?
 - Have you reviewed all of the health and safety guidelines?
- **After completion:**
 - Did you follow the health and safety checklist? Did you check things off as you went?
 - Did you take pictures that you can upload to the app?
 - What did and didn't go well?

3.4 LAST MINUTE PREPARATIONS

ASSET AREA:

SOCIAL COMPETENCIES – Planning and Decision Making

POSITIVE VALUES – Responsibility, Integrity

Preparing the day before and having all materials, equipment and supplies ready will make things easier on Lemonade Day. In this lesson, your youth will be looking at the last few things they need to consider and prepare before the big day. You and your youth should give some thought as to how you will transport everything and what will be needed once there. In addition to transportation, they will want to think about set up and preparing for customers.



Questions to Ask Your Participant:

- **Before getting started:**
 - Have you coordinated transportation?
 - How will you get your stand and supplies to your location?
 - How long will it take to load, transport and set up your stand?
 - What time should you arrive to set up at your location?
 - Do you have change for customers who don't have correct change?
 - Do you remember how to make change? Let's practice!
 - What's your plan for getting ice?
 - What is your plan for disposing of trash?
 - Where will you keep your money?
 - Where will you put your signs?
 - Do you have an alternate location planned if needed?
 - Do you have a plan to keep track of the number of cups you sell so you can calculate your business results?
- **After completion:**
 - Did you use a checklist?
 - Did you have everything you needed?
 - Did you have to make any changes to your plans?

3.5 LEMONADE DAY IS HERE

ASSET AREA:

EMPOWERMENT – Youth as Resources, Community Values Youth, Service to Others

Today is the day your youth has been preparing for. Have your participant practice what they will tell customers about why they started their business and what makes their lemonade special. Remind them to look customers in the eye and smile. They should make customers feel comfortable and glad they bought lemonade. Help your youth be prepared to answer questions from the customers. Take pictures of the stand and help your youth upload them to the app.

Questions to Ask Your Participant:

- **Before getting started:**
 - In case your customers ask, let's practice answering a few questions:
 - What's your recipe?
 - What's the price per cup?
 - What's your cost per cup?
 - Why are you doing your stand and what are your goals?
 - Why does your lemonade cost more than the stand down the street?
 - How will you greet your prospective customers?
 - Why should people buy YOUR lemonade?
 - Are you going to ask them if they want refills? What will you charge for refills?
 - Be sure to say, "Thank you."
 - Can they see your tip jar?
 - How will you keep your money safe?
- **After completion:**
 - Do you think good customer service helped you sell more lemonade and receive more tips?
 - Were you able to make change correctly?
 - Do you think having a plan for your lemonade business helped you be successful?



MY RESULTS

Now that your youth has worked their plan, it's time to analyze their results and achieve their dreams! Congratulate them on a job well done. Your youth has earned the title of entrepreneur, but their journey isn't over yet. It's time for them to evaluate their success, reflect on their Lemonade Day experience, split up their profits and plan for the future. It's time to have fun realizing their spend, save and share goals.

ASSET AREA:

POSITIVE IDENTITY – PERSONAL POWER, SELF-ESTEEM, SENSE OF PURPOSE,
POSITIVE VIEW OF PERSONAL FUTURE
COMMITMENT TO LEARNING – ACHIEVEMENT MOTIVATION

4.1 REFLECT

ASSET AREA:

POSITIVE IDENTITY – Sense of Purpose
COMMITMENT TO LEARNING – Achievement Motivation

Now that Lemonade Day is complete, your youth can learn lessons from their business experience. Help your youth reflect on the time they put into it, the results that came out of their hard work and how they have changed and grown. Help them also reflect on each of the lessons of Lemonade Day and how these will help in the future. Encourage them to dream big about their future as an ENTREPRENEUR.

Questions to Ask Your Participant:

- What did you learn from participating in Lemonade Day?
- What did you do well? What would you do differently next time?
- Would you change your location, your recipe, your goals, or your budget?
- Now that you've had an entrepreneurial experience, are you interested in starting other businesses? What kind of business would you start?
- How do you think you can use the Steps to Success (Set a Goal (My Goals), Make a Plan (My Plan), Work the Plan (My Stand) and Achieve Your Dreams (My Results)) in other areas of your life?

4.2 REPORT TO YOUR INVESTOR

ASSET AREA:

POSITIVE VALUES – Integrity, Responsibility, Honesty
POSITIVE IDENTITY

Successful entrepreneurs take the time to figure out whether they have met their goals. Accounting is how we keep score in business. It's important for your youth to review the results of their business and repay their investor. Repaying their investor shows their commitment to following through on their agreement. If possible, encourage them to repay their investor in person. Remind them about interest! They need to not only repay the loan but also include the amount they agreed to pay in interest. Make sure they write a thank you note to their investor for having faith in them and their business. Remind your youth that if they had partners or helpers as part of their team, it's also important to make sure they get their share of the profit.

Questions to Ask Your Participant:

- Did you meet your goal?
- What should you do the same or differently next time so that you can achieve even greater success?
- How did you feel when you repaid your investor?
- What was your final income? Did you make any money in tips?
- How did the number of cups you planned to sell compare to the number actually sold? How did this affect your income?
- What were your total expenses? Did you include the amount of interest you paid in your expenses?
- What is your profit?
- How does your profit compare to your goal?
- Based on your profit, can you meet your spend, save and share goals?
- How much do you owe your investor?
- Did you take interest into account?
- When are you going to repay your investor?
- Did you write a thank you letter to your investor?
- Did you tell your investor whether you met your goals and what your plans are for the future?

4.3 SPLITTING THE PROFIT

ASSET AREA:

POSITIVE IDENTITY – Personal Power

Now that your youth has repaid their investor, the profit that remains is for them to spend, save and share! Encourage them to fulfill the goals that they set for themselves. Have them look at their goals and determine if that is still how they would like to allocate their profit. Remind them to take pictures of their spend, save and share goals and upload them to the app.

Questions to Ask Your Participant:

- **SPEND SOME**
 - What was your Spending Goal? Do you still plan to spend your profit on this item?
- **SAVE SOME**
 - What was your Saving Goal? Do you still want to save this amount for what you planned?
 - Do you have a savings account? Do you want to open a savings account?
- **SHARE SOME**
 - What was your Sharing Goal? Do you still want to share this amount with the organization you selected?
 - How do you plan to make your donation?



LEMONADE DAY PROMOTES BUILDING HEALTHY COMMUNITIES USING THE 40 DEVELOPMENTAL ASSETS®!



40 Developmental Assets®

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.

External Assets	Support	<ol style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s). 3. Other adult relationships—Child receives support from adults other than her or his parent(s). 4. Caring neighborhood—Child experiences caring neighbors. 5. Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping the child succeed in school.
	Empowerment	<ol style="list-style-type: none"> 7. Community values youth—Child feels valued and appreciated by adults in the community. 8. Children as resources—Child is included in decisions at home and in the community. 9. Service to others—Child has opportunities to help others in the community. 10. Safety—Child feels safe at home, at school, and in his or her neighborhood.
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family boundaries—Family has clear and consistent rules and consequences and monitors the child’s whereabouts. 12. School Boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring the child’s behavior. 14. Adult role models—Parent(s) and other adults in the child’s family, as well as nonfamily adults, model positive, responsible behavior. 15. Positive peer influence—Child’s closest friends model positive, responsible behavior. 16. High expectations—Parent(s) and teachers expect the child to do her or his best at school and in other activities.
	Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative activities—Child participates in music, art, drama, or creative writing two or more times per week. 18. Child programs—Child participates two or more times per week in cocurricular school activities or structured community programs for children. 19. Religious community—Child attends religious programs or services one or more times per week. 20. Time at home—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.

Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> 21. Achievement Motivation—Child is motivated and strives to do well in school. 22. Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school. 23. Homework—Child usually hands in homework on time. 24. Bonding to school—Child cares about teachers and other adults at school. 25. Reading for Pleasure—Child enjoys and engages in reading for fun most days of the week.
	Positive Values	<ol style="list-style-type: none"> 26. Caring—Parent(s) tell the child it is important to help other people. 27. Equality and social justice—Parent(s) tell the child it is important to speak up for equal rights for all people. 28. Integrity—Parent(s) tell the child it is important to stand up for one’s beliefs. 29. Honesty—Parent(s) tell the child it is important to tell the truth. 30. Responsibility—Parent(s) tell the child it is important to accept personal responsibility for behavior. 31. Healthy Lifestyle—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.
	Social Competencies	<ol style="list-style-type: none"> 32. Planning and decision making—Child thinks about decisions and is usually happy with results of her or his decisions. 33. Interpersonal Competence—Child cares about and is affected by other people’s feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself. 34. Cultural Competence—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity. 35. Resistance skills—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things. 36. Peaceful conflict resolution—Child seeks to resolve conflict nonviolently.
	Positive Identity	<ol style="list-style-type: none"> 37. Personal power—Child feels he or she has some influence over things that happen in her or his life. 38. Self-esteem—Child likes and is proud to be the person that he or she is. 39. Sense of purpose—Child sometimes thinks about what life means and whether there is a purpose for her or his life. 40. Positive view of personal future—Child is optimistic about her or his personal future.

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