



LEMMY LOVES LEARNING

BRINGING

*Lemonade Day!*<sup>®</sup>

to schools & youth  
organizations

*Lemonade  
Day!*<sup>®</sup> 

NORTHERN ALBERTA

[lemonadeday.org/northern-alberta](http://lemonadeday.org/northern-alberta)



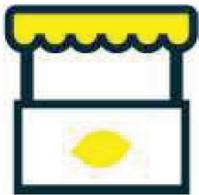
# Lemonade Day!®

## MORE THAN JUST A DAY!

### WHAT'S LEMONADE DAY?

Lemonade Day is a fun, experiential program that teaches youth how to start, own and operate their very own business - a lemonade stand. Each year, in participating cities, youth have the opportunity to experience entrepreneurship by setting up their business during their city's community-wide Lemonade Day.

### WHAT WILL STUDENTS LEARN BY PARTICIPATING?



BUSINESS SKILLS



RESPONSIBILITY



FINANCIAL LITERACY



GOAL SETTING



TEAMWORK

### WHAT ARE THE EDUCATIONAL BENEFITS?

TEKS & COMMON CORE ALIGNMENT		40 DEVELOPMENTAL ASSETS®			
	PERSONAL FINANCIAL LITERACY		SUPPORT		SOCIAL COMPETENCIES
	MATH		EMPOWERMENT		POSITIVE IDENTITY
	READING		BOUNDARIES & EXPECTATIONS		POSITIVE VALUES
	SOCIAL STUDIES		CONSTRUCTIVE USE OF TIME		COMMITMENT TO LEARNING
	SPEAKING				
	WRITING				

### READY TO GET STARTED?

**visit us:** [lemonadeday.org/northern-alberta](http://lemonadeday.org/northern-alberta)  
**contact us:** [arobinson@albertacf.com](mailto:arobinson@albertacf.com)

## WHAT IS LEMONADE DAY?

- Lemonade Day is a free educational initiative that introduces youth to entrepreneurship, teaching them how to start, own, and operate their own business – a lemonade stand.
- Lemonade Day teaches skills that will prepare youth for both business and life.
- Lemonade Day culminates in the real world experience of youth going into business by setting up their lemonade stand.
- Started in 2007 in Houston, TX. USA.
- Over the past 10 years, Lemonade Day has reached over 1 million youth in 60 cities across the US and Canada.



## OUR STORY

- Established in 2018 in one Alberta Community Futures region.
- Establishes relationships between local businesses and participants, as well as participants and their municipalities. While also introducing the concept of philanthropy and giving back to their community.
- Registered more than 900 kids in 2022.
- In 2023 Lemonade Day will take place in twelve Alberta Community Futures regions.



### Northern Alberta Wide 2021

- **57%** of participants **spent** a portion of their profit
- **92%** of participants **saved** a portion of their profit
- **93%** of participants **shared** a portion of their profit



## BENEFITS OF YOUTH ENTREPRENEURSHIP EDUCATION

From "The Benefits of Entrepreneurial Training: What Research Shows" FASTEN article

- By learning how academic skills connect to real business opportunities and hopes for success, students can be motivated to work harder in school
- Entrepreneurship programs offer a positive way for students to channel their talents
- Entrepreneurship education promotes innovation and resilience
- Entrepreneurship education builds a stronger sense of community and gives youth, especially at-risk youth, a sense of meaning and belonging

A key survey by Gallup Poll indicates that many students, particularly minority youth, have a strong interest in entrepreneurship:

- 85% of students said they had been taught "practically nothing about" or "very little about" business and how it works
- 84% of students said that it is "important" (36%) or "very important" (48%) that schools teach more about entrepreneurship and how to start a business

Lemonade Day provides youth with an opportunity to learn about financial literacy. Behavioral researchers from Cambridge University encourage parents to start teaching their kids about money as young as 3.

- The National Financial Educators Council reports that ages 8 to 14 are critical times in the development of children's financial behavior. During these years, they form habits on saving and spending that can last well into the future. **Early financial literacy teaches kids how to have a good relationship with money - an invaluable lifelong skill.**

## BENEFITS OF LEMONADE DAY

In addition to the benefits of Entrepreneurial Education above, the many benefits Lemonade Day can provide a city include:

- Lemonade Day cultivates a new generation of entrepreneurs and future business leaders for your city
- Lemonade Day engages the entire community and provides a day to celebrate, support, and empower youth
- Lemonade Day inspires "solution oriented thinking" in the youth who participate
- Lemonade Day introduces youth to philanthropy at a young age...teaching them the importance of "giving back" and empowering them to make a positive difference in their communities
- Lemonade Day provides a fun and impactful experience for families
- Lemonade Day unites the entire community as the town is "painted yellow" with lemonade stand businesses open for business throughout the city



More Than Just a Day.

## SCHOOL & YOUTH ORGANIZATION PROGRAM DESCRIPTION & BENEFITS

Lemonade Day is an experiential youth entrepreneurship education program. The ideal grade levels for Lemonade Day are 3<sup>rd</sup>-5<sup>th</sup> grades although the program is available for all grades K-12.

### Benefits of adding Lemonade Day to a school or organization's existing curriculum and programs

- Introduces students to entrepreneurship education and real-world experiences that allow them to run their own business and make their own money
- Provides **FREE** curriculum thanks to the support of local sponsors
- Offers a **fun and rewarding** program to your students with proven results - **2020 Youth Impact Study**
- Aligns with **TEKS and Common Core** requirements and the **Search Institute's 40 Developmental Assets**®
- Addresses poverty rates - for every **1% increase** in entrepreneurship in a state, there is a **2% decrease** in the poverty rate
- Opportunities to **participate in a community-wide program** with local government and health department support, business leader mentors and volunteers, stand location availability, media promotion and micro-loans to cover start-up costs for participants
- **Engages parents**, guardians and other caring adults
- Opportunities for your youth to **achieve other program goals** - such as Boy Scouts and Girl Scouts for their entrepreneurship merit badges or college and career readiness programming
- Teaches youth to reinvest in the economy and reward themselves for their hard work by **"spending"** a portion of their profit on something they want
- Teaches youth the importance of philanthropy by encouraging them to **"share"** a portion of their profit with a charity of their choice
- Imparts good financial practices by teaching youth to **"save"** a portion of their profits
- Provides programming for **summer camps**
- **Networking** with other participating non-profits and city sponsors
- Invites youth to compete in the community-wide Lemonade Day Best Tasting and Best Stand Contests, Best of the Zest Pitch Event and Youth Entrepreneur of the Year
- **Teaches character building and life skills** to students like leadership, communication, solution-oriented thinking, financial literacy
- Instills in youth, especially in underserved communities, **a new sense of self-confidence and a whole new world of possibilities for their future!**



More Than Just a Day.

## LEMONADE DAY SUPPORTS ACADEMIC ACHIEVEMENT



FINANCIAL LITERACY & ECONOMICS	COLLEGE & CAREER READINESS	LIFE SKILLS/PERSONAL DEVELOPMENT	ACADEMICS
CAPITAL EQUIPMENT & CONSUMABLES	CRITICAL THINKING & COLLABORATION	LEADERSHIP	MATH CALCULATIONS
SUPPLY & DEMAND	CIVIC RESPONSIBILITY	PLANNING	READING & INTERPRETING DATA
CREDIT, DEBT & COMPOUND INTEREST	CUSTOMER SERVICE	CREATIVITY	READING & WRITING
GROSS & NET INCOME	TEAMWORK	SELF-DIRECTION & PERSONAL PRODUCTIVITY	
PRACTICAL & BASIC BUSINESS SKILLS	PROBLEM SOLVING	SOCIAL RESPONSIBILITY & CHARITY	
MONEY MANAGEMENT	PRESENTATION SKILLS & DESIGN	TIME MANAGEMENT	
MARGINAL UTILITY	21 <sup>ST</sup> CENTURY SKILLS	HIGHER ORDER THINKING	
RETURN ON INVESTMENT			

## DETAILED TEACHING

ELEMENTARY

MIDDLE SCHOOL

### READING COMPREHENSION & READING

**READING COMPREHENSION:** decoding, word identification and syntax, vocabulary development

**READING COMPREHENSION:** fluency and understanding increasingly demanding texts; making inferences

**READING:** inquiry and research: use multiple sources, such as an encyclopedia, technology, and experts, to locate information that addresses questions

### WRITING

**WRITING:** narratives and reflections on decisions, actions, and/or consequences, expository and procedural or work-related texts

### RESEARCH & PLAN

**RESEARCH & PLAN:** brainstorm, consult with others, address the research topic; obtain and evaluate information from a wide variety of sources and create a written plan

### NUMBER, OPERATION & QUANTITATIVE REASONING

**NUMBER, OPERATION, AND QUANTITATIVE REASONING:** solve problems in addition, subtraction, multiplication and division; strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems

**NUMBER, OPERATION, AND QUANTITATIVE REASONING:** add, subtract, multiply, and divide to solve problems and justify solutions; use multiplication and division to solve problems including situations involving equivalent ratios and rates

### MEASUREMENT

**MEASUREMENT:** directly compare length, area, weight/mass, and capacity, and solve problems and answer questions; select and use standard units to describe length, area, capacity/volume, and weight/mass

**MEASUREMENT:** solve application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles; select and use appropriate units, tools, or formulas to measure and to solve problems involving length, area, time, temperature, volume, and weight

### PATTERNS, RELATIONSHIPS & ALGEBRAIC THINKING

**PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING:** use lists, tables, and charts to express patterns, relationships and solutions

### PROBABILITY & STATISTICS

**PROBABILITY AND STATISTICS:** use statistical representations to analyze data; solve problems by collecting, organizing, displaying, and interpreting data

### PROCESS & MATHEMATICAL TOOLS

**PROCESSES AND MATHEMATICAL TOOLS:** apply grade appropriate mathematics to solve problems; understand problems, make plans, carry out plans, and evaluate solution

**Processes and mathematical tools:** apply grade appropriate mathematics to solve problems connected to everyday experiences, investigate other disciplines, and activities in and outside of school

### ECONOMICS

**ECONOMICS:** understand the concepts of an economic system and a free market; understand how businesses operate

**ECONOMICS:** understand the factors of production in a society's economy; describe ways in which factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of societies

### HEALTH

**HEALTH:** ways to enhance and maintain personal health throughout the life span; analyze healthy and unhealthy dietary practices; learn sanitary cooking practices

### COMMUNICATION

**COMMUNICATION:** format digital information for appropriate and effective communication

Creative expression and performance

### PERSONAL/INTERPERSONAL SKILLS

**PERSONAL/INTERPERSONAL SKILLS:** critical-thinking, decision-making, goal-setting, and problem-solving





**CORRELATION TO CCSS, GRADES 3-5**

	My Goals		My Plan										My Stand				My Results				
	Being an Entrepreneur	Spend, Save, Share	Business Plan	My Team	Finding My Location	The Customer	Customer Service	My Expenses	Designing a Product	Design a Stand	Find Your Twist	Advertising	Final Business Plan	Getting an Investor	Supply Shopping	Making it Happen	Last Minute Preparations	Lemonade Day is Here	Reflect	Report to Your Investor	Splitting the Profit
Personal Financial Literacy	Set measurable short-term financial goals	<input checked="" type="checkbox"/>																			
	Give examples of entrepreneurs in the community	<input checked="" type="checkbox"/>																			
	List examples of financial decisions and their possible consequences	<input checked="" type="checkbox"/>																			
	Describe the advantages and disadvantages of using credit																				
Personal Financial Literacy	Give an example of an investment and explain how it can grow in value																				
	List the advantages of investing money with a financial institution																				
	Define tax and explain the difference between sales and income taxes	<input checked="" type="checkbox"/>																			
	Describe how to allocate a weekly allowance among the financial goals of spending, saving, and sharing	<input checked="" type="checkbox"/>																			
Mathematics	Standards for mathematical practice	<input checked="" type="checkbox"/>																			
	Add and/or subtract (3.NBT, 4.MD.2, 5.NBT.7)	<input checked="" type="checkbox"/>																			
	Multiply and/or divide (3.OA, 4.OA, 5.NBT)	<input checked="" type="checkbox"/>																			
	Round whole numbers (3.NBT.1, 4.NBT.3)	<input checked="" type="checkbox"/>																			
Mathematics	Represent and interpret data (3.MD.3)	<input checked="" type="checkbox"/>																			
	Convert measures within the same measurement system (4.MD.1, 5.MD.1)	<input checked="" type="checkbox"/>																			
	Key ideas and details (RI.1, 2, & 3)	<input checked="" type="checkbox"/>																			
	Craft and structure (RI.4)	<input checked="" type="checkbox"/>																			
Reading	Integration of knowledge and ideas (RI.7)	<input checked="" type="checkbox"/>																			
	Range of reading and level of text complexity (RI.10)	<input checked="" type="checkbox"/>																			
	Text type and purposes (W.1, 2, & 3)	<input checked="" type="checkbox"/>																			
	Production and distribution of writing (W.4)	<input checked="" type="checkbox"/>																			
Writing	Research to build and present knowledge (W.8)	<input checked="" type="checkbox"/>																			
	Range of writing (W.10)	<input checked="" type="checkbox"/>																			
	Comprehension & collaboration (SL.1)	<input checked="" type="checkbox"/>																			
	Presentation of knowledge and skills (SL.4)	<input checked="" type="checkbox"/>																			
Speaking	Conventions of standard English (L.1 & 2)	<input checked="" type="checkbox"/>																			
	Knowledge of language (L.3)	<input checked="" type="checkbox"/>																			
	Vocabulary acquisition and use (L.4 & 6)	<input checked="" type="checkbox"/>																			
		<input checked="" type="checkbox"/>																			



**CORRELATION TO CCSS, GRADES 3-5**

	Defining Entrepreneur and Profit	Set a Goal				Make a Plan								Work the Plan					Achieve Your Dreams				
		Spending Goals	Saving Goals	Sharing Goals	Learning Goals	Business Partner	Site Selection	Your Product	Your Stand	Your Brand	Advertising	Business Plan	Budget	Finding an Investor	Visit Your Investor	Create a Stand	Purchase Your Supplies	Making Lemonade	Setting Up	Running Your Business	Business Results & Accounting	Reflections & Dreams	
Personal Financial Literacy	Set measurable short-term financial goals																						
	Give examples of entrepreneurs in the community																						
	List examples of financial decisions and their possible consequences																						
	Describe the advantages and disadvantages of using credit																						
Mathematics	Give an example of an investment and explain how it can grow in value																						
	List the advantages of investing money with a financial institution																						
	Define tax and explain the difference between sales and income taxes																						
	Describe how to allocate a weekly allowance among the financial goals of spending, saving, and sharing																						
Reading	Standards for mathematical practice																						
	Add and/or subtract (3.NBT.4, MD.2, 5.NBT.7)																						
	Multiply and/or divide (3.OA, 4.OA, 5.NBT)																						
	Round whole numbers (3.NBT.1, 4.NBT.3)																						
Writing	Represent and interpret data (3.MD.3)																						
	Convert measures within the same measurement system (4.MD.1, 5.MD.1)																						
	Key ideas and details (RI.1, 2, & 3)																						
	Craft and structure (RI.4)																						
Speaking	Integration of knowledge and ideas (RI.7)																						
	Range of reading and level of text complexity (RI.10)																						
	Text type and purposes (W.1, 2, & 3)																						
	Production and distribution of writing (W.4)																						
Language	Research to build and present knowledge (W.8)																						
	Range of writing (W.10)																						
	Comprehension & collaboration (SL.1)																						
	Presentation of knowledge and skills (SL.4)																						
Language	Conventions of standard English (L.1 & 2)																						
	Knowledge of language (L.3)																						
	Vocabulary acquisition and use (L.4 & 6)																						



**Lemonade Day!**

**CORRELATION TO TEKS, GRADES 3-5**

	Defining Entrepreneur and Profit	Set a Goal				Make a Plan								Work the Plan					Achieve Your Dreams					
		Spending Goals	Saving Goals	Sharing Goals	Learning Goals	Business Partner	Site Selection	Your Product	Your Stand	Your Brand	Advertising	Business Plan	Budget	Finding an Investor	Visit Your Investor	Create a Stand	Purchase Your Supplies	Making Lemonade	Setting Up	Running Your Business	Business Results & Accounting	Reflections & Future Plans		
Personal Financial Literacy	Identify the costs and benefits of planned and unplanned spending decisions (3.9C)																							
	Explain credit and paying back with interest (3.9D)																							
	Explain the benefits of a savings account (3.9E, 4.10C)		•																					
	Identify decisions involving income, spending, saving, credit, and charitable giving (3.9F, 4.10D, 5.10E)		•	•																				
	Calculate profit (4.10B)		•																					
	Describe the purposes of financial institutions (4.10E)			•																				
	Define sales tax (5.10A)																							
	Explain the difference between gross income and net profit (5.10B)																							
	Balance a simple budget (5.10F)																							
	Convert Measures within... (3.1, 4.1, 5.1)		•	•	•																			
Mathematics	Add and/or subtract (3.4A, 3.5A-4.4A, 5.3A, 5.3K)																							
	Multiply and/or divide (3.4G, 3.4K, 3.5B-4.4D, 4.4H, 5.3B, 5.3G)																							
	Round to the nearest 10 or 100 (3.4B, 4.2D)			•																				
	Determine the value of a collection of coins and bills (3.4C)																							
	Represent categorical data with a bar graph (3.8A, 5.9A)			•																				
	Convert measures within the same measurement system (4.8B & C, 5.7)																							
	Reading/Vocabulary development (3.4B, 4.2B, 5.2B)	•	•	•	•																			
	Reading/comprehension of informational text/expository text (3.13, 4.11, 5.11)	•	•	•	•																			
	Reading/comprehension of informational text/procedural texts (3.15, 4.13, 5.13)																							
	Writing	Writing (3.19, 4.17, 5.17)	•	•	•	•																		
Writing/expository and procedural texts (3.20, 4.18, 5.18)																								
Oral and written conventions/handwriting, capitalization, and punctuation (3.23, 4.21, 5.21)		•	•	•	•																			
Speaking	Listening & speaking/listening (3.29, 4.27, 5.27)	•	•	•	•																			
	Listening & speaking/speaking (3.30, 4.28, 5.28)	•	•	•	•																			
	Listening & speaking/teamwork (3.31, 4.29, 5.29)																							
Social Studies	Identify ways of earning, spending, saving, and donating money (3.6A)	•	•	•	•																			
	Create a simple budget that allocates money for spending, saving, and donating (3.6B)			•	•																			



# Lemonade Day!

## CORRELATION TO CCSS, GRADES 6-8

	Defining Entrepreneur and Profit	Set a Goal				Make a Plan								Work the Plan					Achieve Your Dreams				
		Spending Goals	Saving Goals	Sharing Goals	Learning Goals	Business Partner	Site Selection	Your Product	Your Stand	Your Brand	Advertising	Business Plan	Budget	Finding an Investor	Visit Your Investor	Create a Stand	Purchase Your Supplies	Making Lemonade	Setting Up	Running Your Business	Business Results & Accounting	Reflections & Future Plans	
Personal Financial Literacy	Set measurable short- and medium-term financial goals																						
	Prepare a personal spending diary																						
	Explain the benefits of a savings account (3.9E, 4.10C)																						
	Give examples of how saving money can improve financial well-being																						
	Explain how small amounts of money invested regularly over time grow exponentially																						
	Calculate the sales tax for a given purchase																						
	Discuss the components of a personal budget, including income, planned saving, taxes, and fixed and variable expenses																						
	Explain the difference, with examples, between assets and liabilities																						
	Given a simplified case study, construct a net worth statement																						
	Calculate and compare simple interest and compound interest earnings																						
Mathematics	Define gift, rent, interest, capital gain, tip, and business profit income																						
	Explain how interest rate and loan length affect the cost of credit																						
	Using a financial or online calculator, determine the total cost of repaying a loan under various rates of interest and over different periods																						
	Apply mathematical practices																						
	Add, subtract, multiply, and divide (6.NS.2, 6.NS.3, 7.NS.1d, 7.NS.3)																						
	Understand and calculate unit rates (6.RP.2, 7.RP.1, 7.RP.2b)																						
	Calculate simple interest (7.RP.3, 7.EE.3)																						
	Calculate percentages (6.RP.3c, 7.EE.3)																						
	Solve real-world and mathematical problems by writing and solving equations (6.EE.7)																						
	Key ideas and details (CCRA.R.1, 2, & 3)																						
Reading	Craft and structure (CCRA.R.4 & 5)																						
	Integration of knowledge and ideas (CCRA.R.7)																						
	Range of reading and level of text complexity (CCRA.R.10)																						
	Text type and purposes (CCRA.W.2)																						
Writing	Production and distribution of writing (CRA.W.4)																						
	Research to build and present knowledge (CCRA.W.7 & 9)																						
	Range of writing (CCRA.W.10)																						
Speaking	Comprehension & collaboration (CCRA.SL.1, 2, & 3)																						
	Presentation of knowledge and skills (CCRA.SL.4, 5, & 6)																						



# More than a Lemonade Stand



## Lemonade Stand Name:

Kaylee's Little Lemon Makes

## Lemonade Day Story:

Hi my name is Kaylee Leis and my business is called Kaylee's Little Lemon Makes because I sell little makes such as bracelets and customized items such as cups and dog dishes extra throughout the year. I put lemon in my name because I sell lemonade on Lemonade day.

My business is based on Share some, spend some, save Some.

This year I saw a Facebook post on someone looking for sugar free lemonade, I thought it would be a good idea to offer Sugar free lemonade as well so people with Diabetes like my grandpa could enjoy lemonade day. I offered six different types of lemonade. I had classic (sugar.) I use this as my base to make pineapple Raspberry (won best lemonade this year), and Peach pineapple. I also had sugar free classic with option of very berry and strawberry water melon. I offered 2 sizes small for \$1, and large for \$2. Sugar free cost \$3 (choice of size). The cost to make a small lemonade was 49 cents, and 51 cents profit.

This year was my 2nd year being outside Sobeys grocery store. This was my third year doing lemonade day I had had so much fun in previous years I decided to do it again. I enjoy squeezing the lemons, it makes me feel good about myself and it gives me my own money. I advertised by posters to be put up in different stores, I asked my teachers and my parents to spread the word. I also have a Facebook business page that I made posts and videos about lemonade day and where to find me and what I would be selling.

My stand was recycled from a old bed frame that I hot glued green Bamboo on that was on sale I used it before but wanted to give it a new look. I spray painted it light beige to give it a natural look. I wanted my stand to have Natural Zen look to it so I added white Flowers, light bulbs with succulents. I could not find any table Cloths That reflected the feel for my stand I found shower curtains that had a lace look to them at the dollar store so I use those on my side tables. Originally it was going to rain and I thought the most affordable way of a roof was to use a scrap of the shower curtain to put on wood and put attach to stand by post. We did not assemble for for transportation. When we were setting up the roof at Sobeys the wood split on the first post. Because it was not going to rain I asked my mom to use the three posts and make a rail to hang the extra flowers on. Next time I would use thicker wood to avoid the splitting.

I think I will decide what my lemonade stand would look like for next year ahead of time so I can look around when the town does curb side pick up of furniture and building supplies to help with my expense's, as well as advertise earlier. There was way more stands in my area so I had more competition. I was lucky to win Best stand, Best lemonade and Entrepreneur of the year out of the 16 stands.

I am very proud of myself and am looking forward to doing it again next year.

Ready to Bring Lemonade University to Your Classroom?

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