



BUSINESS/ECONOMICS • UNIT 9.01 • BUSINESS, ENTREPRENEURSHIP AND THE INDONESIAN ECONOMY

What Is a Business? Needs, Wants, and Value Creation

9.01.1 • Teacher Guide • SMA Grade 9

1 Teaching this lesson in 1 period

TEACHER GUIDE

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Not a summary of the textbook. Keep the student textbook open alongside this guide.

Business/Economics · Unit 9.01 · Lesson 9.01.1 — What Is a Business? Needs, Wants, and Value Creation

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AT A GLANCE — the whole lesson on one page

What this lesson does. Gives students a working definition of "business" (identify → create → exchange) and a disciplined way to separate needs from wants, so every later chapter has vocabulary it can assume. The definition and the three-tier need classification are both explicitly framed as IBLA teaching models in this lesson — not the only valid technical definitions — so a strong student who challenges the wording should be told they are right to notice that, and that the model is chosen for its teaching value.

Protect this if time runs short. Objective 2 — the identify-create-exchange framework. Chapters 9.02 (markets), 9.03 (ownership forms) and 9.04 (the Business Model Canvas) all assume students already see any organisation, of any size, as running this cycle.

Before you start. Ask the class: "Is bottled water a need?" and then "Is a branded water bottle a need?" If most students answer only by how much they want each item, rather than by what each is *for*, they are not ready for Section 2's classification work — spend two extra minutes on the opening case first.

One period (45 minutes).

Min	Activity	Notes
0–8	The cracked-screen case, no textbook open yet	Ask what Pak Broto actually <i>did</i> — resist letting students say "sold a repair" too quickly
8–18	Needs vs wants vs primary/secondary/tertiary, worked against 2–3 quick class examples	Use the "what is it <i>for</i> " probe from the misconception table below
18–30	Identify-create-exchange, then the Tokopedia contrast	Draw the three-step cycle on the board for the kiosk, then repeat it for Tokopedia
30–40	Q1, Q4, Q5, Q9 in class, circulating for the "wants only how much it's wanted" error	
40–45	Set Q10 (the diagram-labeling item) as a quick individual close	Marks in under two minutes per script

If the period runs short, cut the second worked example inside Section 3 and go straight to Q1 and Q4; do not cut the Tokopedia contrast in Section 4 — it is what Objective 4 and Q8, Q12 and Q16 all depend on.

New in this edition. Textbook §7 ("Why businesses exist at all") briefly bridges to specialization, markets and entrepreneurship. It is short by design — treat it as a two-minute wrap-up after §6, or assign it as reading, rather than expanding the 45-minute sequence to fit a full extra segment.

The three errors that will actually happen.

1. *Need = how much I want it.* "Ask what it's for, not how much you want it." §2.
2. *Business = manufacturing something physical.* "A repair, a haircut and a delivery all create value with nothing manufactured." §3.
3. *Big and impersonal ≠ a real business.* "Ask the same three questions of any organisation, whatever its size." §5.

Writing load. This workbook is deliberately light on extended prose: every item is a letter, tick, rank or short phrase. Mark the reasoning, not the sentence construction, and do not deduct for incomplete sentences or English fluency.

Workbook in one line. Q1–Q5 and Q9–Q10 in class or as homework; Q6–Q8 independent practice; Q11–Q14 for a second lesson or homework; Q15–Q17 for reteaching after marking; Q18 for the extension group, previewing opportunity cost (Lesson 9.01.2).

Marking shortcut. In Q10, the middle box (Bu Endah repairing the uniform) is the one students most often mislabel as "exchange" instead of "create" — if a student gets the outer two boxes right but flips the middle one, the issue is distinguishing *doing the work* from *completing the transaction*, not the framework as a whole. Reteach §3 only.

Everything below is reference. Read it once, before the first time you teach this lesson.

1. Lesson purpose and place in the sequence

This is the first lesson of the IBLA programme. It gives students a definition of "business" that does not depend on size, formality or product type, and a disciplined test for needs versus wants that does not depend on how strongly a person wants something. Every later chapter in Unit 9.01 — markets (9.02), ownership structures (9.03), the Business Model Canvas (9.04) — assumes students already read any organisation as running an identify-create-exchange framework. If students leave this lesson thinking "business" means "a registered company that manufactures things," Chapter 9.03's cooperative and social-enterprise content will not make sense to them.

2. Prerequisite knowledge and a 2-minute diagnostic

No prior IBLA content is assumed; this is the first lesson. Students need only ordinary reasoning about everyday goods.

Probe	Secure answer	If wrong
Is bottled water for a thirsty hiker a need?	Yes — required for adequate functioning	Spend two extra minutes on §2 before the classification work in Q6
Is a bottled water branded with a football club's logo, bought purely as a collectible, a need?	No — the branding adds nothing needed for survival or functioning	This is the exact distinction Q9 and Q17 test; flag it now

There is no stop condition for this lesson — proceed regardless of the diagnostic's outcome, but note which students answered the second probe by referring to price rather than purpose, and watch them in Q6.

3. Learning objectives, with the evidence that counts

#	Objective	Evidence of mastery
1	Define needs and wants; classify a need as primary, secondary or tertiary	Q1, Q2, Q4, Q5, Q6
2	Explain business as identify-create-exchange	Q1, Q3, Q7, Q12, Q13, Q14
3	Classify goods, services and actions against both frameworks	Q6, Q10, Q11, Q13, Q18
4	Compare a small and a large business on the same mechanism	Q8, Q12, Q16
5	Evaluate a want marketed as a need	Q15, Q17

4. Suggested instructional sequence (1 × 45 minutes)

Min	Activity	Notes
0–8	Open with the cracked-screen case (textbook §1) on the board, no books open	Push past "he sold her a repair" to "what problem did he solve, and what did he actually do about it?"
8–18	Teach needs/wants/primary/secondary/tertiary (§2), testing on 2–3 quick contrasting examples (rice vs. cake; school shoes vs. branded sneakers)	Every classification must end in "...because it is/isn't required for survival or adequate functioning," never "...because it's important to them"
18–30	Teach the identify-create-exchange framework from the kiosk (§3–4), then repeat it, step by step, for Tokopedia (§5)	Draw two three-box diagrams side by side on the board so the parallel is visible, not just described
30–40	Students complete Q1, Q4, Q5, Q9 individually or in pairs; circulate	Watch for the "wants only by price" and "big means not a business" errors
40–45	Q10 as an individual close	Collect and spot-check the middle box specifically, as the marking shortcut above describes

If only 30 minutes are available: keep 0–8 and 8–18 in full, compress 18–30 to the kiosk cycle only (skip the live Tokopedia board-drawing, but still read §5 aloud), and set Q1–Q5 as homework instead of in class. Never cut the Tokopedia contrast from the lesson entirely — assign it as a reading task if class time runs out, because Objective 4 and three separate workbook items depend on it.

5. Teacher explanations for the hard points

Needs vs. wants, when both "feel" urgent. Do not let students settle the case by asking "how badly do they want it?" — that question always produces "a need" for anything a student cares about. The working test is: "would survival or adequate functioning in this person's actual situation be at risk without it?" A phone for schoolwork can genuinely pass this test for one student and fail it for another who has an equally strong desire for a phone but no schoolwork dependent on it. Run Q6 and Q9 as live board discussion the first time a class meets this, because the "for" question feels unnatural until it has been modelled twice.

Business at scale. Students readily accept that Pak Broto runs a business because they can watch every step happen. The same cycle at Tokopedia's scale is invisible to a single observer, which is exactly why it feels less like "a business" to a fifteen-year-old. Make the three questions explicit and answer each one for Tokopedia on the board: what problem (buyers and sellers cannot easily find or trust each other across islands), what value (a platform that lets them find, compare and pay safely), what exchange (money for a delivered, described product). Naming all three answers out loud is what unlocks Q8, Q12 and Q16.

6. Likely misconceptions

What the student says	What they actually believe	Probe
"It's a need because I really need it."	Intensity of personal desire, rather than the type of good, determines whether something is a need.	"Would you die or fail to function without it, or would life just be worse without it?"
"A big company like Tokopedia isn't really a business the way a small kiosk is."	Business is defined by size or formality rather than by the identify-create-exchange mechanism.	"What does Tokopedia identify, create and exchange? Is that a different mechanism, or the same one at a different scale?"

7. Discussion questions

1. Can something be a need for one person and a want for another, even though it is physically the identical good? What decides which it is? (*Opens: the "what is it for" test; leave unresolved whether context can ever make luxury branding itself a genuine need — it generally cannot, but let students argue it out.*)
2. Is a school itself running an identify-create-exchange framework? What would each step be? (*Opens: applying the framework beyond obviously commercial examples, without*

asserting that everything is "a business" in the everyday sense of the word.)

3. If a business's "exchange" step leaves one side clearly worse off, is it still a business in the sense taught today? (*Opens: the difference between the mechanical definition used in this lesson and questions of fairness or exploitation, which the lesson does not resolve and Chapter 9.10 will address directly.*)

8. Using the workbook

Purpose	Items	Note
Guided, in class	Q1, Q9	Talk through the "reason" column live before students attempt it alone
Independent, in class	Q4, Q5, Q10	Q10 doubles as a quick individual close
Homework	Q2, Q3, Q6, Q7, Q8, Q11-Q14	
Assessment / mastery check	Q12, Q13, Q16	Best single evidence of Objectives 2 and 4 together
Diagnostic reteaching	Q15, Q17	Set after marking, matched to the misconception table above
Extension	Q18	Previews opportunity cost (Lesson 9.01.2) without naming it

9. Quick Check answers (textbook §Quick Check)

1. Rice is a primary need — required for survival. The birthday cake is a want — a celebration is not required for survival or adequate functioning, however meaningful it is to the family. Do not accept "the cake is a need because it's a special occasion" — specialness is not the test.
2. Identify: notice a need, want or problem a customer has. Create: turn something less useful to the customer into something more useful to them. Exchange: both sides give something up expecting to gain from the trade. Accept answers in any order; do not accept a fourth "step" such as "profit," which is an outcome of the framework, not a step in it.
3. Accept any answer that names all three steps and attributes them collectively to Tokopedia's staff and systems rather than to one person — e.g., "Tokopedia's engineers and logistics partners together identify, create and exchange, even though no single person does all three."
4. Want. The phone still functions; "falling behind" is a social or status concern, not a survival or adequate-functioning concern.

Do not accept "it depends on the buyer" without a stated reason — the objective is evaluating the *claim*, not describing that opinions vary.

10. Differentiation

Support — For Q6, allow students to write the "for" phrase in Indonesian before translating it to English; the classification skill is what matters, not English fluency. For Q10, complete part (a) together on the board before students attempt parts (b) and (c) alone.

Core — as printed.

Stretch — After Q17, ask students to find (or design) their own advertisement that markets a want as a need, and write the same one-sentence evaluation. After Q18, ask what the cooperative gives up is called — do not name "opportunity cost" yet; let the next lesson introduce the term.

11. Extension and competition preparation

Q18 previews Lesson 9.01.2's central idea — that committing scarce resources to one option means giving up another — without using the term "opportunity cost." Students who complete Q18 confidently are ready to meet the formal term and its calculation in the next lesson with the intuition already in place.

12. Notes on difficult questions

Q9 is the item most likely to expose the "wants only by price" error, because both fans in the passage pay the same price for a physically identical ticket. Take up this item as a class before moving to Q11–Q14; a student who cannot separate the two ticket-buyers correctly will not manage Q15 or Q17 either.

Q12b asks students to evaluate a plausible but wrong classmate claim about the delivery driver. Watch for students who defend the claim by saying the driver "doesn't create anything" — redirect them to the definition of value creation in textbook §3, which explicitly does not require manufacturing.

Q18 is now selected-response apart from part (e). Part (d) is the real test: a student ticking "Nothing — roasting is simply better" has not grasped that committing scarce resources forecloses an alternative, which is exactly the intuition Lesson 9.01.2 formalises as opportunity cost. Flag that student before the next lesson.

Q11 (ranking) has two defensible orderings: ranks 1 and 2 are fixed (the nurse, then the market trader), but the two want-cases at ranks 3 and 4 may be placed either way round. Accept both — the answer key says so — and mark the short reason in (e), not the ordering of the two wants.

13. Timing summary

One 45-minute period, as scheduled above: 18 minutes direct teaching of the two frameworks, 12 minutes teaching the scale contrast, 10 minutes guided practice, 5 minutes exit-ticket drill. Q11–Q18 are homework or a second period if the school timetables two periods for this lesson.