

SAINTS GLOBAL

ACTIVITY PLAN

FREE TRADE

INTELLECTUAL CORE

Version 2026.1



Companion to the BRC: a series of one-hour activity sessions for use on weekly activity night or at home. Each session declares which requirements it contributes to.

THE CULMINATING EVENT

The micro-trade

Between Session 3 and Session 4, each saint runs a real small trade outside the meeting — a lemonade stand at a church event, baked goods sold to neighbors, lawn-mowing for a paying customer, a craft item sold online or in person. He picks the product, sets the price, finds a real customer, makes the sale, and records inputs, revenue, costs, and one thing he learned. Saints bring the transaction log and the unsold inventory (if any) to Session 4.

OFF-MEETING — A REAL PLACE WHERE A REAL CUSTOMER PAYS A REAL PRICE; PARENT-SUPERVISED

4 SESSIONS IN THIS PLAN

SESSION 1 · INTELLECTUAL CORE

⌚ 60 min target

Discover voluntary exchange

Trade only happens when both sides expect to gain.

🎯 WALK AWAY WITH

- Can explain voluntary exchange, private property, competition, and profit in plain words
- Can trace one everyday product from raw material to consumer and name the imported and exported parts
- Has named one trade he has already made this week and why both sides agreed to it
- Has chosen the product he will plan, market, and sell in the off-meeting micro-trade

📦 BRING / SET UP

- A bag of small swap items (one per saint): a pencil, a granola bar, a sticker, a small candy, a hair tie, a pen, a paper clip — whatever you can pull from a cabinet, varied
- One real consumer product to dissect (a t-shirt with a country-of-origin tag, a phone, a chocolate bar with the cocoa source on the wrapper)
- A world map or printed sheet showing the product's component countries
- Micro-trade planning worksheet (one per saint) — the make/market/sell sheet
- BRC printouts and pens

🕒 THE HOUR

BLOCK 1 · DISCUSSION Opener — A trade you already made

⌚ 5 min

Ask the group: "Name one trade you made in the last week — something you gave up and something you got in return. It doesn't have to involve money." Take four or five short answers. Trading a chore for screen time counts. Buying lunch counts. Lending a controller for a soda counts. Leave the answers on the table and move on; the rest of the hour names what they all have in common.

SESSION 1 · DISCOVER VOLUNTARY EXCHANGE (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · ROLEPLAY **Run the swap-bag trade**

⌚ 18 min

1. Hand each youth one item from the swap bag, sight unseen. Tell him this is his to keep or to trade. He cannot give it away — only trade.
2. Open a five-minute trading floor. Any youth can offer any item to any other youth. Both sides must say yes. After each trade, the youth keeping the new item says one sentence aloud: "I traded ____ for ____ because ____."
3. Hold a second round, three minutes. Same rules. Some youth will trade again; some will hold. Note which items get traded most.
4. Stop the floor. Each youth states whether he is better off than when he started, and why. Some will have ended where they started — that is also a result.
5. Teach four words against what just happened: private property (the item was his to decide about), voluntary exchange (both sides had to agree), competition (he could pick the best offer), profit (he traded only when he thought he was better off). Each youth points to a moment in the trading floor that matched each word.

REQ 1A

BLOCK 3 · SKILL PRACTICE **Trace one real product**

⌚ 22 min

1. Hold up the t-shirt, the phone, or the chocolate bar — one item the whole group can see. Read the country-of-origin tag or the sourcing line aloud.
2. Each youth names one part of the product and where it likely came from: the cotton, the dye, the design, the labor, the fuel that shipped it. Build the chain on the board from raw material to the cash register in front of him.
3. On the map, mark each country involved. The product crossed at least three borders before it reached the room. Name the U.S. parts of the chain — usually the design, the brand, the retail, sometimes the assembly.
4. For each border crossing, name what each side wanted. The cotton country wanted the dollars; the U.S. buyer wanted a shirt for \$12 instead of \$40. Both sides had to expect they would gain, or the trade would not have happened.
5. Ask the group: "What would this shirt cost if every part of it were made in the United States?" Take two or three honest guesses. Some products would be much more expensive; some are already cost-competitive at home. The point is to make the trade-off visible, not to settle it.

REQ 1B

SESSION 1 · DISCOVER VOLUNTARY EXCHANGE (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · CREATIVE **Pick the product you will sell**

⌚ 10 min

1. Hand each youth the make/market/sell worksheet. Read the top: between Session 3 and Session 4, each saint runs a real small trade. He picks the product now so he has three weeks to plan it.
2. Each youth writes one product idea he could actually make or do for a real paying customer in three weeks. Examples: lemonade at a church event, three dozen cookies for a neighbor's party, lawn-mowing for two yards, a small batch of friendship bracelets, a tutoring hour, a car-wash slot.
3. Pair-share for two minutes — each youth says his idea aloud to one neighbor. The neighbor says one question or one concern. The point is to surface the obvious problems now (no one near me bakes; my neighbor already mows; the church event was last week) so the youth can change his idea before Session 2.
4. Each youth writes the product, the rough customer, and one reason he thinks both sides will agree to the trade. Leave the price and the cost blank for now — those come in Session 2.

REQ 1A

BLOCK 5 · REFLECTION **Close — One trade named**

⌚ 5 min

1. Confirm on each saint's BRC: 1a and 1b are marked. Both completed in-session.
2. Each youth says his product idea aloud once before he leaves. Saying it out loud commits him to it. He may still change it before Session 2, but he comes back with a real product, not a blank.
3. Next week the group learns why two people specializing produce more together than the same two trying to do everything themselves — and what rules have to hold for trade to keep working. Bring the worksheet.

AT THE CLOSE · DEBRIEF

1. Which trade in the swap bag would you make again, and why?
2. On the product you traced — which border crossing surprised you the most?
3. What product did you pick for the micro-trade, and who is the actual customer?

☑ *Mark 1a and 1b after this session — both complete in-session. The micro-trade picked tonight is not yet a graded requirement; it carries through to 3a and 4b.*

SESSION 2 · INTELLECTUAL CORE

⌚ 60 min target

Plan: specialization and the rules

Specialization makes more, and rules keep trade going.

🎯 WALK AWAY WITH

- Can explain comparative advantage with a two-person example and opportunity cost
- Can name one U.S. industry that specializes and why
- Can describe what happens to trade when contracts and property rights break down
- Has set a price, a cost estimate, and a margin on the micro-trade worksheet

📦 BRING / SET UP

- Paper and pencils (one each) for the sandwich-and-card production round
- A stack of index cards (about 40), or note paper cut to size
- A stopwatch or phone timer
- Micro-trade worksheet from Session 1 (each saint brings his)
- Basic-pricing reference handout (one per saint) — cost + margin + market check
- BRC printouts and pens

🕒 THE HOUR

BLOCK 1 · DISCUSSION Opener — Try doing it all yourself

⌚ 5 min

Ask: "If you had to grow your own food, make your own clothes, build your own house, and write your own books, how long would it take you to do any one of them well?" Take a couple of answers. Most youth will recognize the question is rigged — nobody does it that way. Point at the room: nothing in it was made by one person. The hour is about why.

SESSION 2 · PLAN: SPECIALIZATION AND THE RULES (PAGE 2 OF 4)

THE HOUR — CONTINUED

BLOCK 2 · ROLEPLAY Run the two-person production round

⌚ 22 min

1. Pair up. Tell each pair: in three minutes, you must produce ten paper sandwiches (a square of paper folded once) and ten ID cards (an index card with a name, a number, and a stick figure). The pair with the most total items wins.
2. Run the first round with no rules — each pair figures out what to do. Most pairs will split the work somehow. Time them. Count finished items per pair on the board.
3. Now have each pair time themselves on the two tasks separately, one minute each: how many sandwiches can one youth make in a minute, and how many cards. The two numbers are different for almost every youth — one is faster at folding, one is faster at writing and drawing.
4. Run round two, three minutes again. This time tell the group: "Specialize. The youth faster at sandwiches makes only sandwiches. The youth faster at cards makes only cards. Trade at the end." Count again. Almost every pair beats their round-one number.
5. Teach against what they just saw. Comparative advantage means each youth specializes in what he gives up the least to do — that is opportunity cost. The pair produces more together than the two of them could separately. Trade is what lets the specialization pay off.
6. Walk it up one level. Name one U.S. industry that specializes — software, aerospace, agriculture, medical devices, finance. Name one product that comes back the other way — clothing, electronics assembly, certain raw materials. Trade is the country's version of round two.

REQ 2A

SESSION 2 · PLAN: SPECIALIZATION AND THE RULES (PAGE 3 OF 4)

THE HOUR — CONTINUED

BLOCK 3 · DISCUSSION **Take the rules away**

⌚ 18 min

1. Set up the scenario: imagine the swap-bag trades from last week, but with no rule that a deal has to be kept. A youth promises to bring you ten cookies tomorrow for five dollars today; you pay; he disappears.
2. Each youth names one trade he would stop making if there were no enforceable contract — a job he would not take, a deposit he would not pay, a purchase he would not make sight unseen.
3. Name what is doing the work in real markets: written contracts, small-claims courts, the police if someone steals the product, the patent or trademark office for an invention, the deed on a house. Trust is built on top of rules a third party will enforce.
4. Connect it to the micro-trade. Ask: "What is the rule that says your customer has to actually pay you next week?" The answer for a \$5 lemonade is reputation; for a \$500 lawn-mowing contract it is a signed agreement or a written promise to a parent. Each youth names one rule that will hold his own trade together.
5. Close the block by naming one thing that is harder to build under weak rule of law: a long-term investment. A factory takes years to pay back; nobody builds one if the law might seize it next year. That is why countries with strong property rights attract more investment.

REQ 2B

BLOCK 4 · CREATIVE **Price the trade**

⌚ 10 min

1. Hand each youth the basic-pricing reference handout. Walk the three numbers: cost (what the materials and time will take), market check (what similar things sell for nearby), price (what you will charge).
2. Each youth fills in his cost — every ingredient, every supply, every borrowed tool noted. Time is real cost; if it takes him three hours, write that.
3. Each youth does one market check. Look up similar lemonade, similar cookies, similar mowing rates in his neighborhood. A youth selling a bracelet on Etsy can scroll Etsy for two minutes and find the range.
4. Set the price. Cost + a margin that covers his time, capped at what the market will actually pay. If the math doesn't work — costs too high, market too low — he changes the product now, not at the stand.
5. Each youth writes the final price on the worksheet and one sentence on why a customer will pay it. "It's two dollars under the gas station" is a real answer. "It's homemade and the cookies are fresh" is a real answer. "It's better" is not — push for the specific reason.

REQ 2A

SESSION 2 · PLAN: SPECIALIZATION AND THE RULES (PAGE 4 OF 4)

THE HOUR — CONTINUED

BLOCK 5 · REFLECTION **Close — Price set**

⌚ 5 min

1. Confirm on each saint's BRC: 2a and 2b are marked. Both complete in-session.
2. Each youth says his price aloud once before he leaves. "I'm selling cookies at three dollars a dozen." "I'm mowing yards at twenty dollars a yard." The price is real now.
3. Next week the group runs a trade simulation, looks at a real U.S. industry, walks through what tariffs actually do to prices, and locks the micro-trade date. Bring the worksheet and the pricing reference.

AT THE CLOSE · DEBRIEF

1. In round two of the production game, what did your pair stop doing — and how much faster did that make you?
2. What is the rule that will hold your own trade together — a contract, a parent, or just reputation?
3. What is your price, and what is the one specific reason a customer will pay it?

📝 *Mark 2a and 2b after this session — both complete in-session. The price set tonight feeds the off-meeting micro-trade, which is harvested in Session 4.*

SESSION 3 · INTELLECTUAL CORE

⌚ 60 min target

Act in the market

Run the trade, walk the trade-offs, lock the date.

🎯 WALK AWAY WITH

- Has demonstrated voluntary exchange in a trade simulation and explained the mutual gain
- Can explain how free trade affects workers, consumers, and producers in one real U.S. industry
- Can show what a tariff does to a price and name who pays it
- Has a date, a location, a customer plan, and a transaction log ready for the off-meeting micro-trade

📦 BRING / SET UP

- Trade-simulation packets: index cards or paper chits representing four resource types (one per youth, distribution mixed so no youth has what he needs)
- Printed one-page case study of a real U.S. industry the group will discuss (steel, automotive, agriculture, software, or a local manufacturer) — bring one the leader has read
- A whiteboard or chart paper for the tariff price-walk
- Transaction-log handouts (one per saint)
- Micro-trade worksheets from Session 2
- BRC printouts and pens

🕒 THE HOUR

BLOCK 1 · DISCUSSION Opener — Three weeks out

⌚ 5 min

Quick check around the room, one line per youth: what product, what price, who is the customer. Note who is on track and who still has a hole — a missing date, no real customer, a price that didn't survive his cost math. The micro-trade is two and a half weeks away; tonight's close locks the date. Treat this as the last working session before the saints run their own trades.

SESSION 3 · ACT IN THE MARKET (PAGE 2 OF 4)

THE HOUR — CONTINUED

BLOCK 2 · ROLEPLAY Run the four-resource trade simulation

⌚ 18 min

1. Deal out the resource cards. Each youth gets four cards drawn from a deck of four resource types (water, wheat, wool, wood — pick anything concrete). The deal is uneven on purpose; no youth has the mix he needs.
2. Tell the group the goal: each youth needs one of each resource by the end of the round. The youth who finishes first wins; saints who finish at all earn the requirement.
3. Open the trading floor for five minutes. Two-card or one-for-one trades only; both sides must say yes; every trade gets stated aloud ("I'm giving water for wheat"). The leader times it.
4. After every trade, the youth who just received says one sentence: "I agreed because ____." Insist on the explanation — that is what marks 3a, not the trade itself.
5. Stop at five minutes. Count who finished. Ask: did any pair both end up with what they wanted? Most pairs will say yes. That is mutual gain — not equal gain, but both better off than they started.
6. Run a one-minute debrief: name three trades from the floor where both saints walked away better off, and why each of them said yes. This is the requirement, in plain words.

REQ 3A

BLOCK 3 · SKILL PRACTICE Read one U.S. industry

⌚ 17 min

1. Hand around the printed case study. Read it through once together — the leader reads, the group follows.
2. Each youth names one consumer benefit the industry creates: a cheaper good, a better good, more choice, a faster delivery. Write the benefits on the board.
3. Each youth names one effect on workers in the U.S.: jobs created, jobs lost, wages, retraining, where the work moved or didn't. Write these next to the consumer benefits. Honest — both columns get filled.
4. Each youth names one trade-off or honest challenge: a town that lost a plant, a foreign competitor's unfair subsidy, a quality concern, a national-security worry. Avoid slogans. If a youth says "trade is bad," ask which trade and what would replace it. If a youth says "trade is good," ask who paid the cost.
5. Close the block by naming the principle the industry illustrates: specialization, competition driving quality, or the freedom for a worker to switch jobs and a customer to switch brands. The case study shows principles the group already named in Session 1.

REQ 3B

SESSION 3 · ACT IN THE MARKET (PAGE 3 OF 4)

THE HOUR — CONTINUED

BLOCK 4 · SKILL PRACTICE **Walk the tariff price**

⌚ 14 min

1. On the board, draw a simple example. A foreign-made washer sells in the U.S. for \$400. A U.S.-made washer sells for \$500. The market price is \$400 — the cheaper one sets the price.
2. Add a 25% tariff on the foreign washer. The new price is \$500 — same as the U.S. washer. Some buyers will now buy U.S. Some will pay the higher price for the foreign one. Some will not buy a washer at all this year.
3. Walk through who is helped and who is hurt. The U.S. washer maker sells more. The U.S. consumer pays \$100 more either way. The foreign maker sells less. The U.S. government collects tariff revenue. Workers at the U.S. plant may keep their jobs; workers at the U.S. retailer who handled the cheaper imports may not.
4. Repeat the walk for a quota (limit on how many foreign washers can come in — same upward price pressure) and a subsidy (the government pays the U.S. maker — keeps the price low for consumers, but the cost shows up in taxes).
5. Each youth states the trade-off in his own words: tariffs and quotas raise prices to protect specific producers. Free trade lowers prices but exposes those producers to competition. Different countries pick different mixes. The group does not have to agree on which mix is right — only that the trade-off is real and the costs go somewhere.

REQ 3C

BLOCK 5 · REFLECTION **Close — Lock the micro-trade**

⌚ 6 min

1. Hand out the transaction-log worksheet — one per saint. It goes with the micro-trade and comes back filled in at Session 4.
2. Each youth writes the date and location of his trade in pen on his worksheet. "Saturday, October 14, at the church chili cook-off, 5:00 to 8:00 p.m." "Two yards on Maple Street, Saturday afternoon." The date is real now.
3. Confirm parent supervision and any setup the trade requires — a table, a sign, change in small bills, the lawn mower with gas, the cookies baked the night before. The trade fails on the supply chain more often than on the customer.
4. Pair up. Each youth tells his neighbor the date, the customer, and one thing that could go wrong. The neighbor names one thing to check before then. Three weeks is short.
5. Close the loop: 3a, 3b, and 3c are marked tonight. 4b is harvested next week from the transaction log — bring it filled in, even if the sale flopped. The lesson is in the numbers either way.

SESSION 3 · ACT IN THE MARKET (PAGE 4 OF 4)

🗨 AT THE CLOSE · DEBRIEF

1. In the resource trade, which trade did you almost not make — and what changed your mind?
2. On the industry case study, which column was harder for you to fill — benefits or trade-offs?
3. What is the one thing about your micro-trade you most expect to go wrong?

☑ Mark 3a, 3b, and 3c after this session — all complete in-session. The micro-trade is now locked on each saint's transaction log; bring it filled in at Session 4 to harvest 4b.

SESSION 4 · INTELLECTUAL CORE

⌚ 60 min target

Reflect and account

Walk the numbers from the real trade, name what they show.

🎯 WALK AWAY WITH

- Has reported the micro-trade with real numbers — inputs, revenue, costs, profit or loss
- Can explain how competition and free exchange drive innovation and rising standards of living
- Can name an ethical line he held or saw broken in his own trade or in a market he watched
- Has marked the final BRC requirements with the leader against the transaction log on the table

📦 BRING / SET UP

- Each saint's completed transaction log from the micro-trade
- Any leftover product or unsold inventory (saints bring what they didn't sell, if anything)
- A whiteboard or chart paper for the group's totals
- A printed list of three or four real innovation examples the leader has read about (one paragraph each: smartphones, online retail, a specific local business, a medical advance)
- BRC printouts and pens

🕒 THE HOUR

BLOCK 1 · DISCUSSION Opener — Lay out the trade

⌚ 5 min

Each youth puts his transaction log on the table in front of him, along with any unsold product, the cash he ended up with, and one note he wrote to himself during the trade. No talking yet — the group looks at what each saint actually did. Some logs will be neat; some will be smudged; some will record a loss. That is real, and the hour starts from the real numbers.

SESSION 4 · REFLECT AND ACCOUNT (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · CREATIVE **Report the micro-trade**

⌚ 20 min

1. One youth at a time, two minutes each. He walks the group through his log: what he made, what it cost him in materials and time, what he sold, what he didn't sell, what he ended up with in cash.
2. After each report, the group asks one question — a real one, not a polite one. "Why did you price the cookies at \$4 instead of \$3?" "Did your customer try to negotiate?" "What would you change about your sign?"
3. Leader keeps two numbers on the board: total revenue across all saints, total profit (or loss). Some saints will have lost money. Note it without softening — losing money on a first try is the most common outcome of a real trade, and it is its own lesson.
4. After every saint has reported, name the patterns aloud. Which products sold best, which trades hit a customer the saint already knew, which trades depended on a one-time event, which prices were too high or too low.
5. Leader marks 4b on each saint's BRC against the log on the table — the conversation just happened. The numbers and the saint's own words are the evidence.

REQ 4B

BLOCK 3 · SKILL PRACTICE **Read three innovations**

⌚ 18 min

1. Hand out the innovation list. Each paragraph names a real thing — a smartphone, an online retailer, a local business, a medical advance — and one or two specific ways it changed how people live: cheaper, faster, available to more people, available to people who could not get it before.
2. Each youth picks one of the three or four innovations and reads it through. He then names one specific person whose life it changed — not "everyone," not "society," but a person he can picture: a grandparent who can video-call, a small-town buyer who can order parts, a patient who lived because the treatment exists.
3. Connect the innovations back to the session's core principles. Each one required private property in the idea (a patent, a brand), voluntary exchange (people bought it because they wanted it more than the dollars), competition (a better product had to displace the older one), and profit (somebody saw it was worth doing). All four were named in Session 1.
4. Name the harder side too. Innovation moves jobs and changes whole towns. A radio replaced the town crier; a smartphone replaced the camera, the music player, and the newspaper. People who made those older things had to learn new work. That cost is part of the same story.
5. Each youth states one way the standard of living for an ordinary American is different from his great-grandfather's — concrete, not abstract. Indoor plumbing. A car. Antibiotics. Refrigeration. The list is long, and most of it came from the same principles the group just named.

REQ 4A

SESSION 4 · REFLECT AND ACCOUNT (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · DISCUSSION Name one ethical line

⌚ 12 min

1. Free trade only keeps working if the people inside it tell the truth. Each youth names one ethical line he held during the micro-trade — what he told a customer about a product, the price he charged a friend versus a stranger, the change he gave back, whether he honored a verbal promise.
2. Some saints will name a moment they held it. Some will name a moment they almost didn't. Both are useful. Insist on the specific moment, not the general principle.
3. Name one line broken in a market the youth watches — a scam he saw, an ad that overpromised, a product that broke too soon, a price that spiked when people had no choice. He does not have to name names; the principle is what matters.
4. Teach against what they just said. Honest measurements, honest descriptions, honest prices, kept promises — those are not nice-to-haves. They are what makes the next trade possible. A market that loses trust loses customers, then producers, then capital.
5. Connect to stewardship. The freedom to trade is paired with responsibility for what is traded and how — to the customer, to the worker, to the family, to the place. Each youth names one trade he would refuse, even if it were legal and profitable. A short answer is fine.

REQ 4B

BLOCK 5 · REFLECTION Close — BRC sign-off

⌚ 5 min

1. Confirm on each saint's BRC: 4a and 4b are marked. The transaction log is the evidence for 4b; the discussion just held is the evidence for 4a.
2. Walk every saint's full BRC across all four sessions: 1a, 1b, 2a, 2b, 3a, 3b, 3c, 4a, 4b. The badge is complete tonight for any saint whose log was honest and whose explanations were his own.
3. Each saint says one sentence aloud about what he will do differently in the next real trade. Keep it short and specific.
4. Hand back the transaction logs. They go home as the saint's own record — the first real trade, the first real loss or gain, the first real customer he kept.

AT THE CLOSE · DEBRIEF

1. What is the actual dollar figure your micro-trade ended on, and what would have changed it by ten dollars in either direction?
2. Of the innovations the group read, which one made a difference for a specific person you know?
3. Name the ethical line you held this week — and the one you would refuse even at a profit.

☒ Mark 4a and 4b after this session — both complete in-session. Walk every saint's full BRC and confirm 1a, 1b, 2a, 2b, 3a, 3b, 3c, 4a, 4b are all marked. The badge is complete tonight for any saint whose log and explanations held up.

HANDOUT 1 OF 2

FROM SESSION 2 — PRICE THE TRADE

Basic Pricing Reference

Fill in pen before you leave Session 2. If the math does not work, change the product now.

FREE TRADE · WORKSHEET

Set the price before the trade.

Add up the costs, check the market, then write the price you will charge a real customer.

SAINT PRODUCT

1 COSTS

every input · time counts

INPUT	HOW MUCH	DOLLARS
e.g. flour, sugar — 2 lb, 1 lb — \$4.20		
TOTAL COST	

2 MARKET CHECK

three real prices nearby

SELLER 1	SELLER 2	SELLER 3
where	where	where
price	price	price
what they offer

3 FINAL PRICE

IN PEN, BEFORE YOU LEAVE

Cost per unit Margin you add

Final price per unit Units to sell

One reason a customer will pay it

.....

4 CHECK THE MATH

If price minus cost per unit is small, the trade will not pay for your time.

If price is higher than every market check, expect fewer sales — and a reason to justify it.

If the math does not work either way, change the product or the customer now.

☐ Math checks out — bring this sheet to the trade.

Set the price you can defend with the cost and the market check.

Print this handout for in-person reference during session 2 — price the trade.

HANDOUT 2 OF 2

FROM SESSION 3 — CLOSE — LOCK THE MICRO-TRADE

Transaction Log

Carry to the micro-trade. Fill the costs in pen before you go and the rest at the trade itself.

FREE TRADE · LOG

Record the trade as it happens.

Carry this to the trade. Fill costs before you go, sales at the trade, profit after.

1 THE TRADE

Saint	Product
Date	Location
Customer (who you expect)	

2 COSTS

from the pricing reference

Materials and supplies
Time you put in
TOTAL COST

3 SALES

one line per transaction

CUSTOMER	UNITS	PRICE	REVENUE
e.g. Mrs. Olsen — 2 dozen — \$4.00 — \$8.00			

Leftover inventory at the end

4 PROFIT OR LOSS

FILL AT THE END

Total revenue	Total cost
Profit (revenue minus cost)	Per hour

A loss is fine to record — write the negative number plainly.

5 ONE LESSON

Write the numbers honestly even if the trade lost money.

Print this handout for in-person reference during session 3 — close — lock the micro-trade.