

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers

Student Enterprise PROGRAMME



Oifig Fiontair Áitiúil
Local Enterprise Office



Fáilte/Welcome

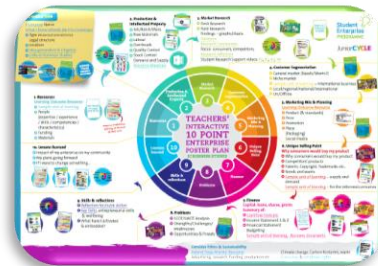


Webinar

8th December 2021

TEACHERS' INTERACTIVE 10 POINT ENTERPRISE POSTER PLAN

7 p.m. – 8 p.m.

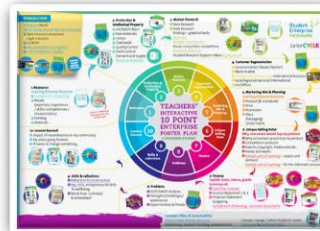


JCT Business Studies in joint consultation with Student Enterprise Programme

TEACHERS' INTERACTIVE 10 POINT ENTERPRISE POSTER PLAN

Our learning Intentions

- To explore a practical approach to supporting the planning for and teaching of enterprise in the Business Studies classroom
- To demonstrate & share new interactive poster plans as supports for Business Studies teachers and students
- To integrate and support the ongoing development of student entrepreneurial skills within the Business Studies classroom.



Student Enterprise Programme

Junior Cycle: Junior and Intermediate Competitions

1

MINI-COMPANY

**SET UP AND RUN
YOUR OWN BUSINESS**

2

**CREATIVE BUSINESS
IDEA' Video**

**FITNESS &
WELLBEING
INNOVATIONS
21/22**

3

**NATIONAL
INTELLECTUAL
PROPERTY AWARDS**



Oifig Maoine
Intleachtúla na hÉireann
Intellectual Property
Office of Ireland

4

**SOCIAL
MEDIA
AWARDS**

**TWITTER
FACEBOOK
INSTAGRAM
TikTok**

5

**MY
ENTREPRENEURIAL
JOURNEY**

**RESEARCHING AND
REFLECTING**

My Entrepreneurial Journey

Imagine your life as an entrepreneur at a future stage of your life

1

WRITE AN ACCOUNT OF YOUR ENTREPRENEURIAL LIFE STORY.

Essay: 500 words

2

10 POINT ENTERPRISE POSTER PLAN



3

INTERVIEW A LOCAL ENTREPRENEUR

- FINANCIAL
- SOCIAL
- CULTURAL

Interview with an Entrepreneur
 Top Ten Suggested Questions:

1. Entrepreneur Name: Enterprise: Financial Social Cultural
2. Explain how you generated your enterprise idea.
3. What skills and qualities do you have as an entrepreneur that would assist you should have?
4. What research do you do on an ongoing basis?
5. Can you explain your Marketing Mix?
 Product(goods/service) _____
 Price _____
 Place _____
 Promotion _____
 Packaging _____
6. What are the benefits and challenges of running your own enterprise?
7. Does your enterprise sell in other countries and what are the challenges?
8. Have you received any support financially?
9. How do you impact on your local community?
10. What advice would you give me if I were to set up an enterprise?

The above are suggested questions only.

4

REFLECTION

Template Reflection on My Entrepreneurial Journey
 (This takes place prior to commencing and after completion). A good idea is to present your poster to your class mates.

Title of your enterprise journey: _____

a. Reflection for Action: (Stop and think – Before)

1. What would you hope to achieve as part of My Entrepreneurial Journey?
2. What do I already know about enterprise?

b. Reflection on Action – (Looking back – After)

1. What have you learned?
2. Explain why you feel this new knowledge is important?
3. Explain how your opinion on enterprise has changed as a result of completing on My Entrepreneurial Journey.
4. What skills have I developed?

c. Reflection on Feedback

1. What would you do differently? How would you do it better?

Remember to apply your learning going forward

Junior Cycle Enterprise Toolkit Resources

Website

www.studententerprise.ie



Teacher Support Booklet



Student Learning Log



Templates




Key Skills



Methodologies



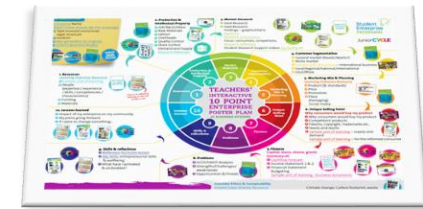
Mind Maps



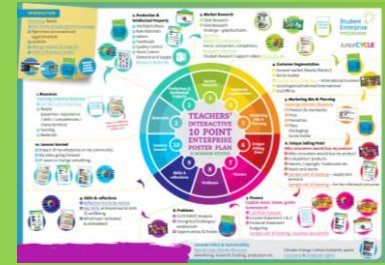
PowerPoints



Be Enterprising Supporting Junior Cycle Enterprise



TEACHERS' INTERACTIVE 10 POINT ENTERPRISE POSTER PLAN

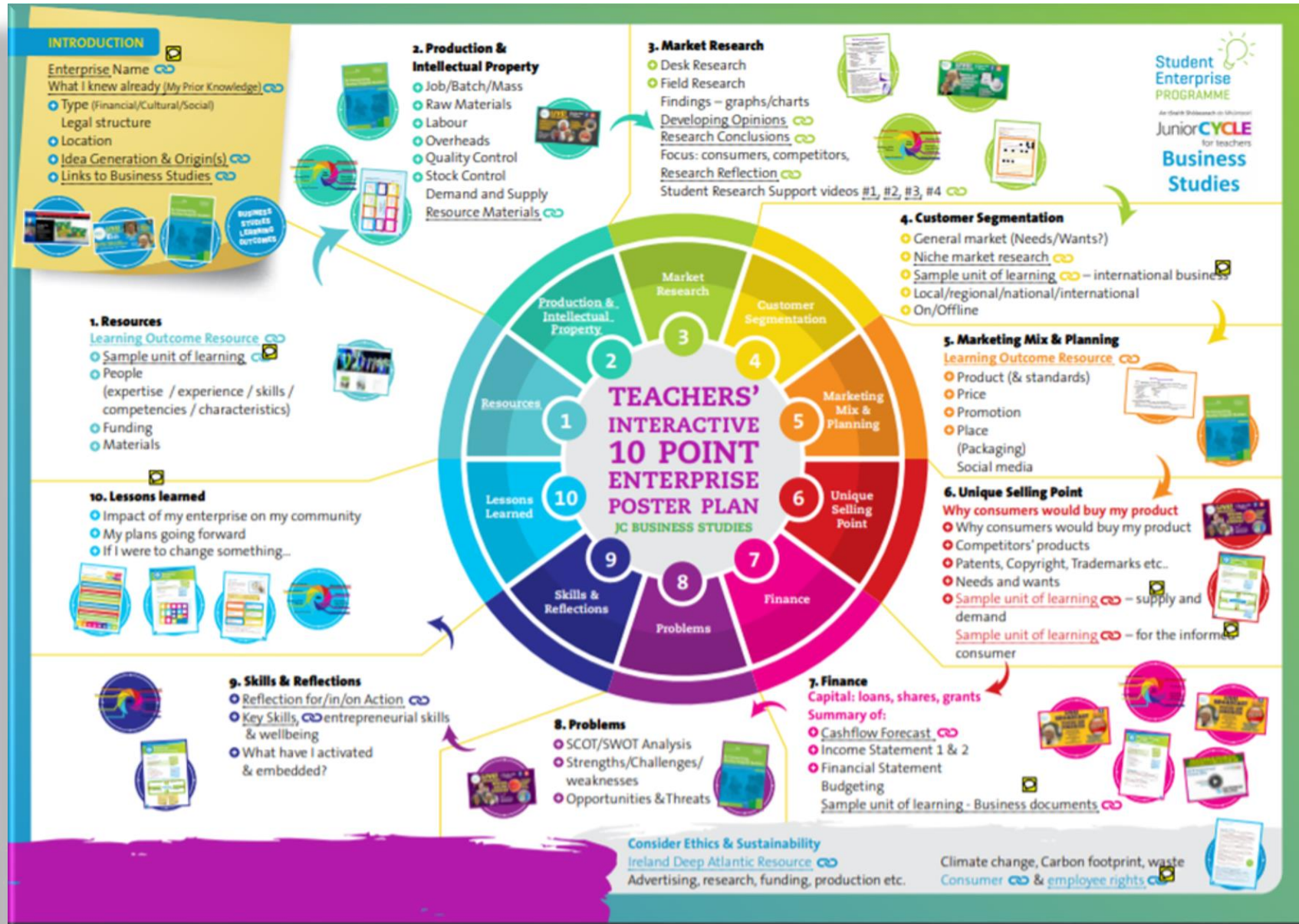


Junior Cycle Business Studies

TEST YOUR KNOWLEDGE

TEACHERS' INTERACTIVE 10 POINT ENTERPRISE POSTER PLAN

Junior Cycle Business Studies



Introduction

Enterprise

What I knew already (My Prior Knowledge)

- Type
(Financial/Cultural/Social)
- Legal structure
- Location

Idea Generation & Origin

Webinars



Teacher Resource Book



Student Learning log

Introduction

Enterprise

What I knew already (My Prior Knowledge)

- Type (Financial/Cultural/Social)
- Legal structure
- Location

Idea Generation & Origin(s)

Profile an entrepreneur.

Assessing Students' Prior Knowledge?

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for teachers

*"Assessing students' prior knowledge allows a teacher to **focus and adapt their teaching plan**. For students, it helps them to construct **connections between old and new knowledge**."*

<https://teaching.cornell.edu/teaching-resources/assessment-evaluation/assessing-prior-knowledge>

An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE
for teachers

An Opportunity Walk Looking At Our Local Community

Mr. Joyce asks if the students know of any local businesses that have closed recently or of new businesses that have recently opened in the area. He explains that businesses include those that aim to make a profit and those that are not-for-profit. He outlines the learning intention for the learning experience and shares the success criteria.

Mr. Joyce asks students to prepare a page in their copies. The students prepare the page with the following headings:
Recently closed businesses
New businesses
Services provided in the area
Services not provided in the area

Students go for an 'Opportunity Walk' where they walk a designated area of the town/village and note any observations under the headings in their copies. They bring the information back to the classroom and work in groups of four to collate their findings. Students from each group present their findings under each heading to the class. Mr. Joyce supports the students in unpacking the findings through his use of questioning, thereby focusing in on opportunities for new business in the area.

Using the information presented during Activity Three, students now work individually to identify one opportunity and to explain why this could be a business opportunity for an entrepreneur.

Mr. Joyce observes the students as they are working and provides feedback to support the students as necessary. Students present the opportunity identified on an A4 sheet which is posted on the class wall.

(Adapted from the NFTE Entrepreneurship Curriculum)

Linking with Junior Cycle Business Studies

– Learning Outcomes

Junior Cycle Business Studies Specification

Strand one: Personal finance

Personal finance focuses on students developing a set of skills, knowledge and values that allows them to make informed decisions to effectively and responsibly manage their financial resources. In this strand, students learn about managing their finances, responsible consumer behaviour and the value of using resources ethically and efficiently for the benefit of individuals and society.

ELEMENT: Managing my resources

Students should be able to:

- 1.1 Review the personal resources available to them to realise their needs and wants and analyse the extent to which realising their needs and wants may impact on individuals and society
- 1.2 Identify and classify sources of income and expenditure, compare options available to best manage financial resources, evaluating the risks associated with each option and making informed and responsible judgements
- 1.3 Construct a personal financial lifecycle to identify financial needs at different life stages
- 1.4 Explain key personal taxes and charges and suggest the occasions when and why they might arise
- 1.5 Identify reasons for saving and borrowing money, relate the reasons to determining appropriate sources of finance with respect to their purpose, costs and risks
- 1.6 Identify appropriate types of insurance for particular personal needs and consider costs, benefits and risks

ELEMENT: Exploring business

Students should be able to:

- 1.7 Distinguish between and appreciate their rights and responsibilities as consumers
- 1.8 Compare the services provided by consumer agencies and financial institutions to assist and support customers
- 1.9 Debate the ethical and sustainability issues that arise from their consumption of goods and services and evaluate how they can contribute to sustainable development through consumer behaviour
- 1.10 Discuss and evaluate how globalisation and developments in technology impact on consumer choice and behaviour

ELEMENT: Using skills for business

Students should be able to:

- 1.11 Interpret a wage slip and calculate personal tax liability arising from employment
- 1.12 Prepare and analyse a budget, determine the financial position, recommend appropriate action and present the analysis in tabular and graphic formats
- 1.13 Monitor and calculate income and expenditure data, determine the financial position, recommend appropriate action and present the analysis in tabular and graphic formats

Strand two: Enterprise

Enterprise encourages students to identify opportunities and turn them into practical and targeted activities within business and wider society through the development and application of their understanding, skills and values. In this strand, students learn about being enterprising, the functions of an organisation and the business environment.

ELEMENT: Managing my resources

Students should be able to:

- 2.1 Identify different types of financial, cultural and social enterprise and appreciate the role each plays in society
- 2.2 Describe the skills and characteristics of being enterprising and appreciate the role of an entrepreneur in an organisation, in society and to the economy
- 2.3 Differentiate between employment, work and volunteerism, identifying and describing features, benefits, rewards and careers within each

ELEMENT: Exploring business

Students should be able to:

- 2.4 Distinguish between the rights and responsibilities of employer and employee from a legal, social, environmental and ethical perspective
- 2.5 Investigate the positive and negative impacts on a community of an organisation from an economic, social and environmental perspective
- 2.6 Discuss the impact of digital technologies on an organisation, debating the associated rewards and costs

ELEMENT: Using skills for business

Students should be able to:

- 2.7 Conduct market research in order to investigate an entrepreneurial opportunity and analyse, interpret and communicate the research findings using relevant terminology and representations
- 2.8 Devise and apply a marketing mix in order to promote a new or existing product or service
- 2.9 Develop a simple business plan for a new or existing product or service
- 2.10 Complete and interpret key business documents that an organisation uses to manage its transactions for accountability purposes
- 2.11 Assess the importance of planning an organisation's cash flow, propose suitable sources of finance to manage expenditure and prepare a budget
- 2.12 Prepare a cash account to monitor income received and payments made by an organisation, evaluate its financial position and recommend a course of action; post figures to relevant ledgers and extract a trial balance
- 2.13 Prepare final accounts to assess the financial performance of an organisation at the end of a trading period, analyse and evaluate its financial position and recommend a course of action

Strand three: Our economy

Our economy enables students to understand the dynamic relationship between the local, national and international economic situation. It develops students' ability to identify and understand basic economic concepts as they relate to personal finance, enterprise and the Irish economy. In this strand, students learn about the demand and supply of goods and services, the role of the government in managing the economy, and about economic issues such as trade, employment and Ireland's membership of the European Union (EU).

ELEMENT: Managing my resources

Students should be able to:

- 3.1 Explain how scarcity of economic resources results in individuals having to make choices; predict possible consequences of these choices
- 3.2 Explain how individuals, organisations (for profit and not-for-profit) and the government work together to distribute economic resources used to produce goods and services
- 3.3 Evaluate how changes in the supply and demand of goods and services in different markets can affect prices
- 3.4 Differentiate between different sources of government revenue and government expenditure

ELEMENT: Exploring business

Students should be able to:

- 3.5 Examine the purpose of taxation from a financial, social, legal and ethical perspective
- 3.6 Explain how economic growth can impact positively and negatively on society and the environment and justify the promotion of sustainable development
- 3.7 Debate the implications of globalisation of trade, including the benefits and challenges of international trade
- 3.8 Discuss the economic and social benefits and challenges of Ireland's membership of the EU

ELEMENT: Using skills for business

Students should be able to:

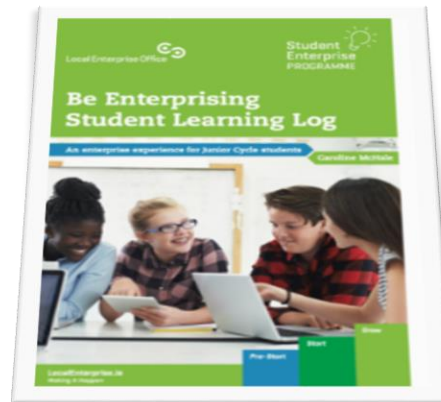
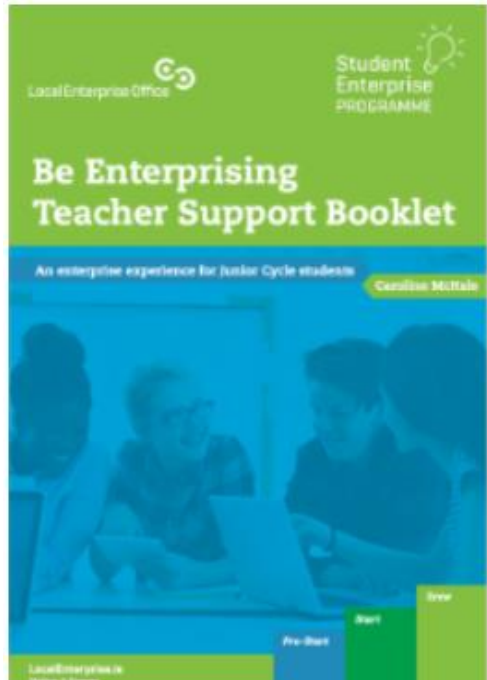
- 3.9 Explain the relevance of economic indicators such as inflation, employment rates, interest rates, economic growth, national income and national debt for individuals and the economy
- 3.10 Use their knowledge, and information from a range of media sources, to discuss current economic issues and present an informed view
- 3.11 Evaluate the benefits and costs of a government economic policy and assess who enjoys the benefits and who bears the costs

1

Resources

- **People**
(expertise/experience/skills/competencies/characteristics)
- **Funding**
- **Materials**

Teacher Resource Book



Student Learning log

PowerPoints

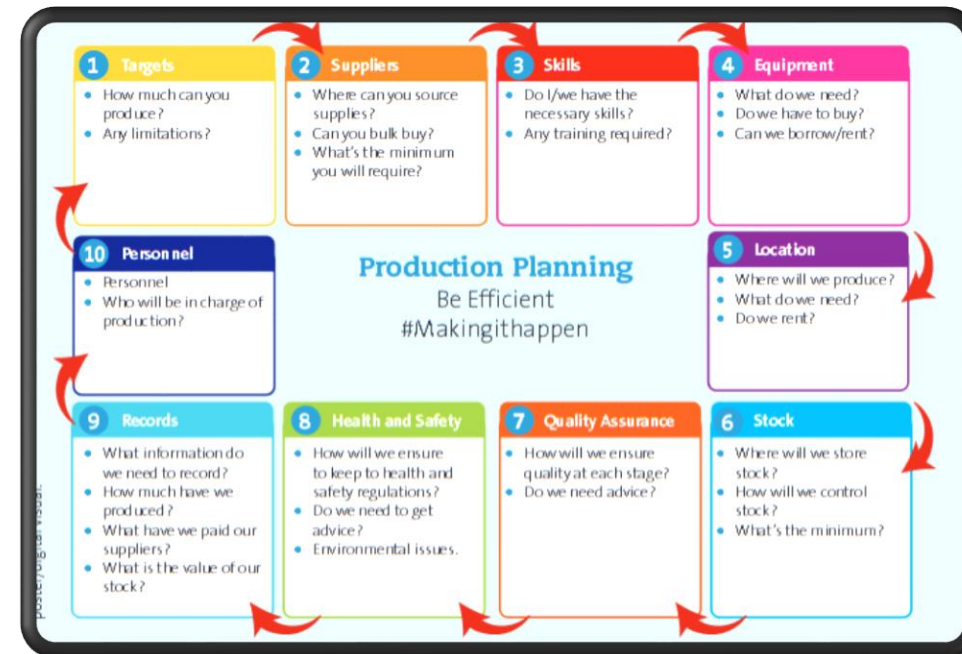


SEP Coordinators

2₁

Production & Intellectual Property

- Job/Batch/Mass
- Raw Materials
- Labour
- Overheads
- Quality Control
- Stock Control



Demand and Supply

Consider Ethics & Sustainability

Webinar

LIVE! BROADCAST
Mon Nov 2nd 7-730 pm

PRODUCTION & INTELLECTUAL PROPERTY SEMINAR

With Caroline McHale, Donal Enright, Mary Flynn

TEACHER & STUDENT COMPETITION QUIZZES!

2₁

Production & Intellectual Property



Consider Ethics & Sustainability

Ireland's Deep Atlantic - A Classroom Resource

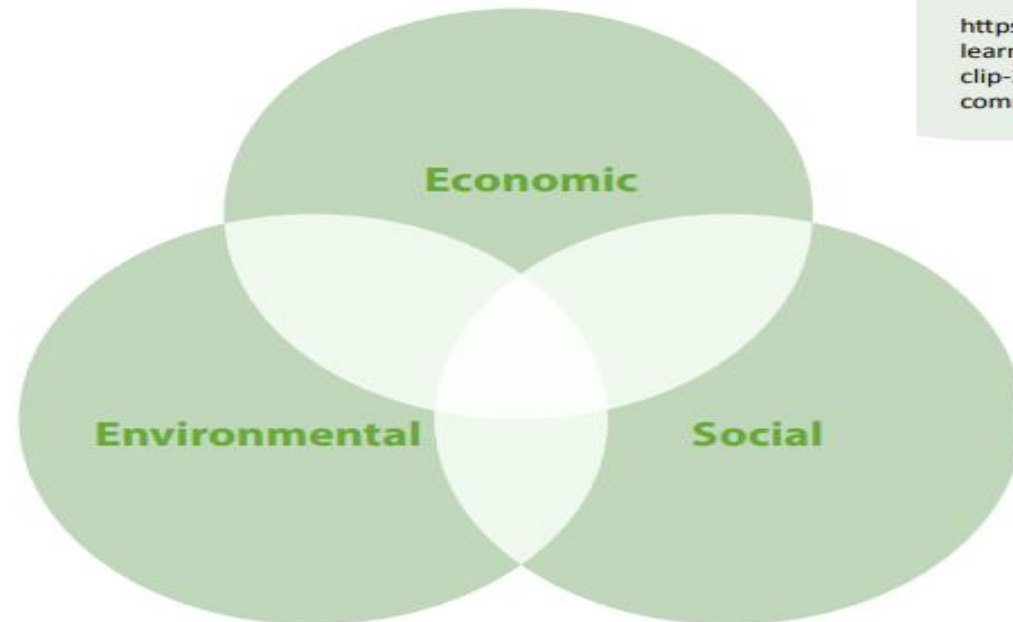
Sustainable Fishing Communities: One Exploration of Sustainability

Students watch the clip from Ireland's Deep Atlantic once without direction. Students then view the clip again, this time noting their thoughts through these three perspectives: Economic, Social and Environmental. It may be useful to use a graphic organiser to structure their thinking.



Clip from Ireland's Deep Atlantic featuring a piece on sustainable fishing communities.

<https://www.rte.ie/learn/2019/0401/1039871-clip-2-two-fishing-communities/>



3₁

Market Research

- Desk Research
 - Field Research
- Findings – graphs/charts**
Developing Opinions
Research Conclusions
Focus: consumers, competitors, regulations

Research Reflection

Student Research Support videos [#1](#), [#2](#), [#3](#), [#4](#)



Webinar







Teacher Resource Book



3

Market Research

	<p>What excites you?</p> <p>What interests you about this topic?</p> <p>What is positive about it?</p>	<p>My Thoughts:</p>
	<p>What worries you about this topic?</p> <p>What is negative about it?</p> <p>What concerns you?</p>	<p>My Thoughts:</p>
	<p>What else do you need to know?</p> <p>What would help you to make your mind up or form an opinion?</p>	<p>My Thoughts:</p>
	<p>What is your current stance?</p> <p>What should your next steps be ?</p>	<p>My Thoughts:</p>

4

Customer Segmentation

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Áitiúil
Local
Enterprise
Office

- General market (Needs/Wants?)
- Niche market
- Sample unit of learning – international business
- Local/National/International
- On/Offline

Webinar

The graphic is a purple rectangular banner for a webinar. At the top left is the Student Enterprise Programme logo. The main text reads 'LIVE! BROADCAST SELLING ONLINE SEMINAR' in large, bold, yellow and white letters. To the right, it says 'Mon Nov 16th 7-730 pm' and includes Facebook and YouTube icons. Below the main text, there are three circular portraits of speakers: a man with glasses, a woman with dark hair, and a woman with blonde hair. A microphone icon is positioned between the portraits. To the right of the portraits, it says 'With Caroline McHale, Damian Dannelly, Glenda Grooms'. Further right, there is a 'next' logo and a circular icon with a book and a person, with the text 'TEACHER & STUDENT QUIZES WITH PRIZES!' next to it.

4

Customer Segmentation

Student
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PROGRAMME



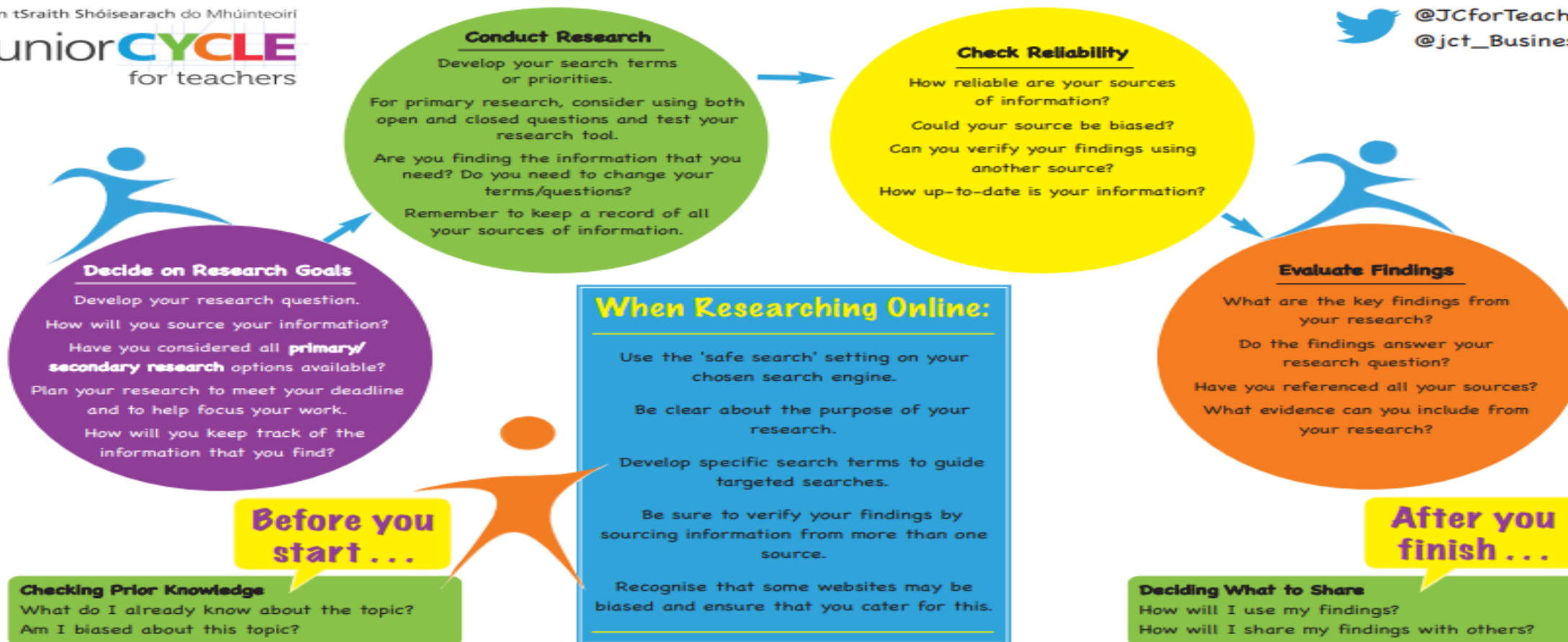
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Supporting Successful Student Research in the Business Studies Classroom

An tSraith Shóisearach do Mhúinteoirí
Junior **CYCLE**
for teachers



@JCforTeachers
@jct_Business




Adapted from resources created by Erasmus+ ATS2020 Project

5

Marketing Mix and Planning

- **P**roduct (& standards)
- **P**rice
- **P**romotion
- **P**lace
(Packaging)
Social media



Unit 7 Marketing Mix

Learning Intentions
Students should be able to:

- Know and understand about marketing and advertising
- Value and be able apply the marketing mix to their enterprise

Templates

- 7.1 'My Word' Template
- 7.2 Marketing Mix
- 7.3 Think and Reflect
- 7.4 Be Literate – Key terms

'My Word' Document - Checking In For Understanding

State what the word means	Explanation with an example
Visual	The word in a sentence linked to Enterprise

Marketing Mix
One of the key tools of marketing is the marketing mix, which comprises four main categories, or the **4Ps**:
Product, Price, Place and Promotion

The marketing mix is about getting the 4Ps right. That is, having the right product at the right price, in the right place and with the right promotion, in order to successfully sell your product/service. Each 'P' in the marketing mix is like an ingredient and it is important to have all the ingredients.

Sticky notes:
- Websites: www.studententerprise.ie
- Try it: Avoid of templates to support learning.
- Do it!: Complete 'My Word' exercise to demonstrate understanding of marketing.

Consider Ethics & Sustainability

6

Unique Selling Point

Why consumers would buy my product

Competitors' products

Patents, Copyright, Trademarks etc..

Needs and wants

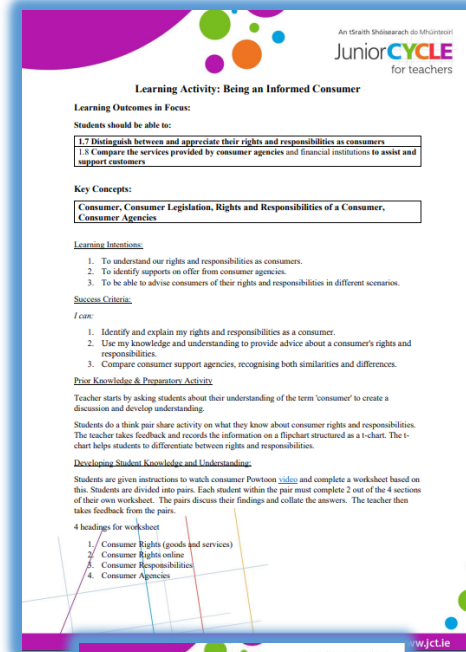
Sample unit of learning – supply and demand

demand

Sample unit of learning – for the informed consumer

consumer

Consider Ethics & Sustainability



Learning Activity: Being an Informed Consumer

Learning Outcomes in Focus:
Students should be able to:
1.7 Distinguish between and appreciate their rights and responsibilities as consumers
1.8 Compare the services provided by consumer agencies and financial institutions to assist and support customers.

Key Concepts:
Consumer, Consumer Legislation, Rights and Responsibilities of a Consumer, Consumer Agencies

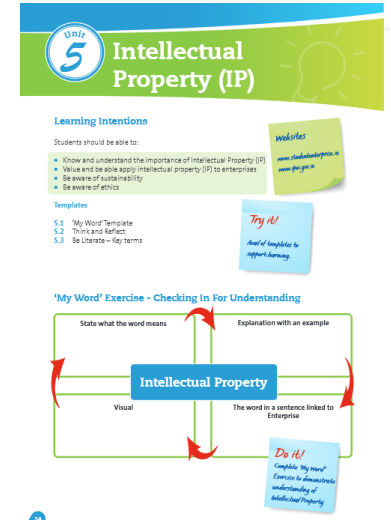
Learning Intentions:
1. To understand our rights and responsibilities as consumers.
2. To identify supports on offer from consumer agencies.
3. To be able to advise consumers of their rights and responsibilities in different scenarios.

Success Criteria:
I can:
1. Identify and explain my rights and responsibilities as a consumer.
2. Use my knowledge and understanding to provide advice about a consumer's rights and responsibilities.
3. Compare consumer support agencies, recognising both similarities and differences.

Prior Knowledge & Preparatory Activity:
Teacher starts by asking students about their understanding of the term 'consumer' to create a discussion and develop understanding.
Students do a think pair share activity on what they know about consumer rights and responsibilities. The teacher takes feedback and records the information on a flipchart structured as a t-chart. The t-chart helps students to differentiate between rights and responsibilities.

Developing Student Knowledge and Understanding:
Students are given instructions to watch consumer Poptoon video and complete a worksheet based on this. Students are divided into pairs. Each student within the pair must complete 2 out of the 4 sections of their own worksheet. The pairs discuss their findings and collate the answers. The teacher then takes feedback from the pairs.

4 headings for worksheet
1. Consumer Rights (goods and services)
2. Consumer Rights online
3. Consumer Responsibilities
4. Consumer Agencies



Unit 5 Intellectual Property (IP)

Learning Intentions
Students should be able to:
• Know and understand the importance of Intellectual Property (IP)
• Value and be able apply intellectual property (IP) to enterprises
• Be aware of sustainability
• Be aware of ethics

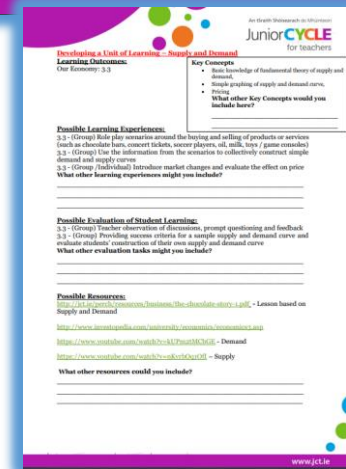
Templates
5.1 'My Word' Template
5.2 Think and Reflect
5.3 Be Literate – Key Terms

'My Word' Exercise - Checking In For Understanding

```

    graph TD
      A[State what the word means] --> B[Explanation with an example]
      B --> C[The word in a sentence linked to Enterprise]
      C --> D[Visual]
      D --> A
      subgraph IP [Intellectual Property]
        A
        B
        C
        D
      end
  
```

Do it!
Complete 'My Word' Exercise to demonstrate understanding of Intellectual Property



Developing a Unit of Learning - Supply and Demand

Learning Outcomes:
Our Economy: 2.3

Key Concepts:
• Basic knowledge of fundamental theory of supply and demand
• Simple graphing of supply and demand curves
• Linking
• What other Key Concepts would you include here?

Possible Learning Experiences:
2.3-1 (Group) Role-play scenarios around the buying and selling of products or services (such as chocolate bars, concert tickets, soccer players, oil, milk, toys / game consoles)
2.3-2 (Group) Use the information from the scenarios to collectively construct simple demand and supply curves
2.3-3 (Group / Individual) Introduce market changes and evaluate the effect on price
What other learning experiences might you include?

Possible Evaluation of Student Learning:
2.3-1 (Group) Teacher observation of discussions, prompt questioning and feedback
2.3-2 (Group) Providing scenario cards for a simple supply and demand curve and evaluate students' construction of their own supply and demand curve
What other evaluation tasks might you include?

Possible Resources:
<http://www.jclic.ie/resources/teachers/The-Shareable-story.pdf> - Lesson based on Supply and Demand
<https://www.ck12.org/lesson/Supply-and-Demand-Concepts/1.10/>
<https://www.youtube.com/watch?v=3v0kK7G0U0I> - Demand
<https://www.youtube.com/watch?v=3v0kK7G0U0I> - Supply
What other resources could you include?

Webinar



LIVE! BROADCAST SELLING ONLINE SEMINAR

Mon Nov 16th 7-7:30 pm

TEACHER & STUDENT QUIZES WITH PRIZES!

With Caroline McHale, Dáimian Dannelly, Blenda Grooms

7₁

Finance

- Capital: loans, shares, grants

Summary of:

- Cashflow Forecast
- Income Statement 1 & 2
- Financial Statement

Budgeting

Sample unit of learning-
Business documents

Finance	
Capital	

Final Accounts	
Sales	
Costs	
Profits	

Cashflow	
Cash in	
Cash out	
Net cash	
Opening cash	
Closing cash	

Webinar

LIVE! BROADCAST
FOCUS ON FINANCES
Step by Step Financial Guide for your Mini-Company with Caroline McHale.
Mon Jan 25th 7.00-7.30 pm
TEACHER & STUDENT PRIZES TOO!

LIVE! BROADCAST
FOCUS ON FINANCES
Step by Step Financial Guide for your Mini-Company with Caroline McHale.
Mon Jan 25th 7.00-7.30 pm
TEACHER & STUDENT PRIZES TOO!

Live Broadcast #9 (Part 2)
Preparing your Income Statement

8₁

Problems

SCOT/SWOT Analysis

Strengths/Challenges/Weaknesses Opportunities & Threats

SWOT ANALYSIS

<p>Strengths Internal</p> <p>Strengths: These are strong points in the current situation, such as a brand name location, staff, loyal customers, etc. Advantages. What is done well?</p>	<p>Weaknesses Internal</p> <p>Weaknesses: These are areas that need to be developed, e.g. equipment, management, lack of finance. Disadvantages. What is done badly?</p>
<p>Opportunities External</p> <p>Opportunities: These are part of the future possibilities and potential of the business. New markets, new trends, new products and events.</p>	<p>Threats External</p> <p>Threats: These are potential dangers. Competition, changes in technology, changes in legislation or government policy, changes in tastes, loss in market share changes in the economy, e.g. a downturn or recession or boom, impact of COVID_19.</p>

9₁

Skills and Reflections

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Reflection for/in/on Action
Key Skills, entrepreneurial skills &
wellbeing
What have I activated & embedded?

Consider Ethics & Sustainability

Supporting Reflection for Learning in the Business Studies Classroom

An tSraith Shóisearach do Mhúinteoirí
Junior **CYCLE**
for teachers

Reflection for Action

What do I know already on the subject? What kind of skills do I already have?
What are our learning intentions? Have I any personal learning goals?
How am I going to know if I have achieved the learning?
How am I going to show my learning? What will success look like?

Reflection in Action

Is my work in line with the success criteria?
What do I need to do to improve my work?
Am I working towards my personal goals?
Have I acted on ongoing feedback from my teacher?

Reflection on Action

Describe how you participated in class today.
The main thing I learned is
I liked / didn't like this way of learning because
The skill / skills I developed

Reflection on Feedback

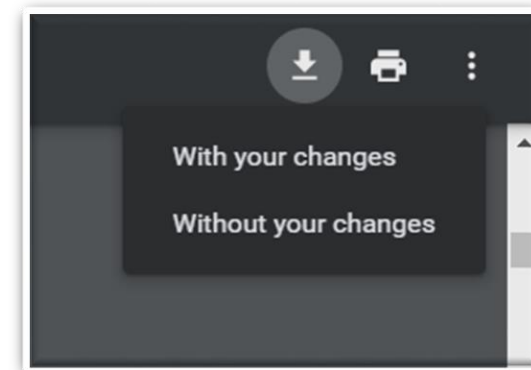
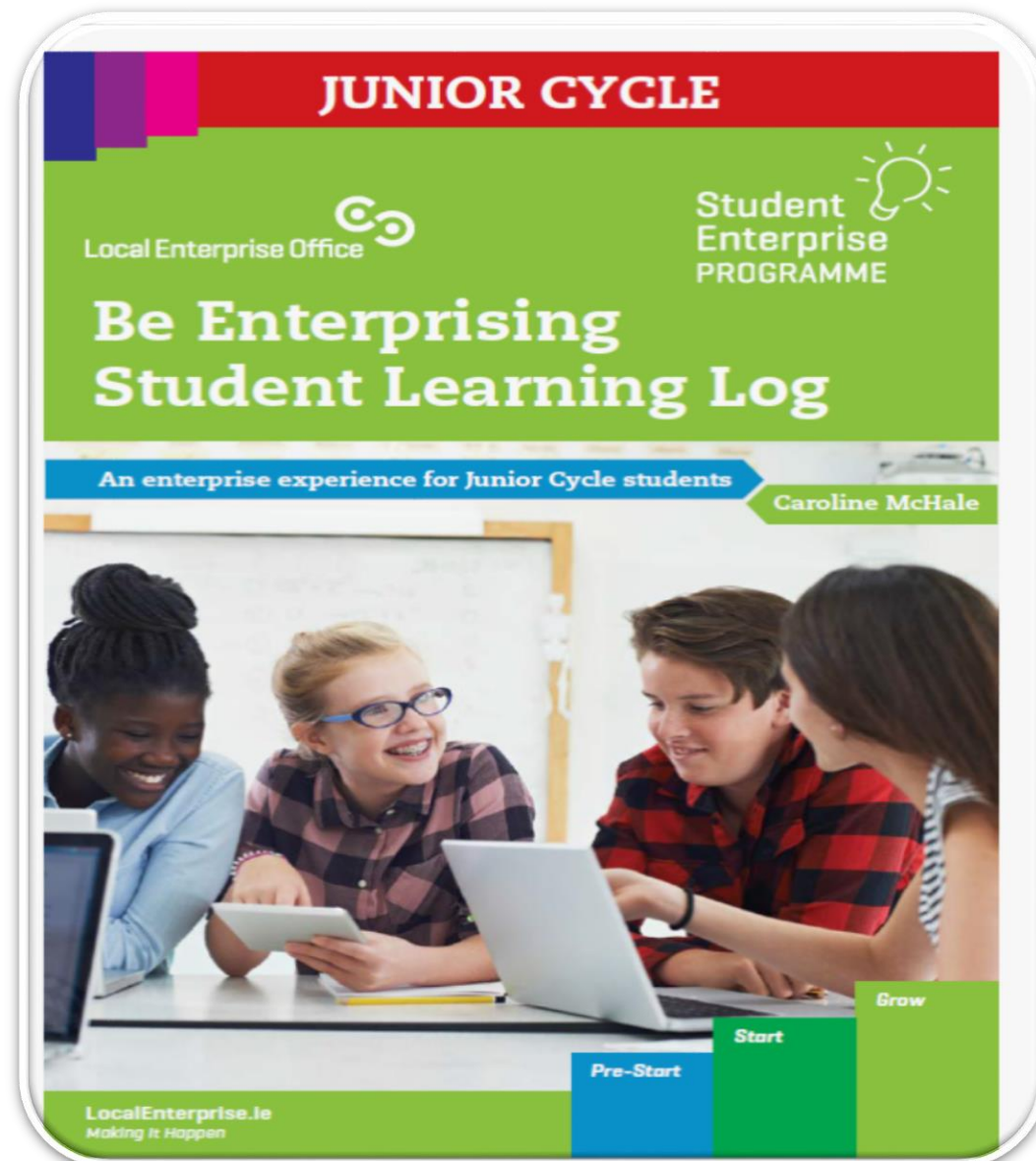
What have I learned? What went well? What needs improvement?
What goal (s) am I setting for the next time?
Remember to note these goals and implement going forward

Useful Sentence Starters

This is a good piece of work because The next time I will focus on I was surprised to learn that One question I still have In doing this today I learned To improve I need to This helps me because Doing this made me wonder if I think I need more help with The most difficult thing today was When I was finding this work difficult it helped me to I enjoyed / didn't enjoy learning this way because

Adapted from resources created by Erasmus+ ATS2020 Project

Students' interactive learning log

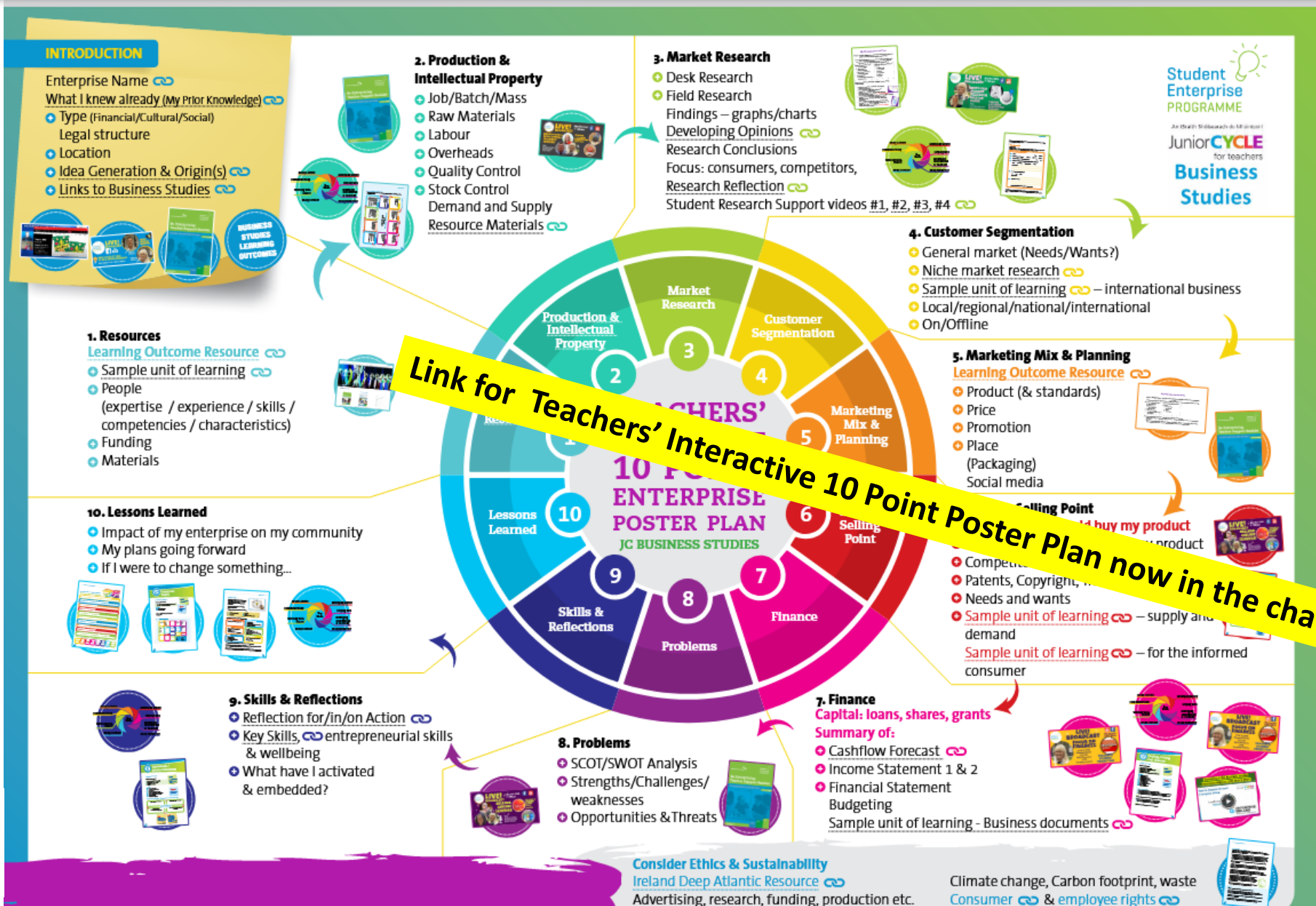


Students' interactive 10 Point Poster Plan



Link for Students' Interactive 10 Point Poster Plan now in the chat!

Teachers' interactive 10 Point Poster Plan



Student Enterprise PROGRAMME
 An tSraith Shóisearach do Mhúinteoirí
 JuniorCYCLE for teachers
 Business Studies



QUESTIONS?

enterprise-caroline@gmail.com
info@jct.ie

www.studententerprise.ie
www.jct.ie

TEACHERS' INTERACTIVE 10 POINT ENTERPRISE POSTER PLAN

Our learning Intentions

- To explore a practical approach to supporting the planning for and teaching of enterprise in the Business Studies classroom
- To demonstrate & share new interactive poster plans as supports for Business Studies teachers and students
- To integrate and support the ongoing development of student entrepreneurial skills within the Business Studies classroom.



An tSraith Shóisearach do Mhúinteoirí

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