

Wiki Text Book Activity – What makes a Business Tick



Activity Objective: *To use a variety of resources and ICT tools to identify, collate, and analyse information about the internal features of a business.*

Contents

Teacher Instruction Sheet	2
Wiki Template for Pre-learning Activity	5
Wiki Template for Implement Activity	7
Suggested Research Questions (Teacher Only)	8
Research Topic Cards	11
Research Plan Template	13
Student Learning Reflection Sheet	14
Student Instruction Sheets	15

Teacher Instruction Sheet

This activity is divided into Four parts; Pre-learning, Planning, Implementing, and Reporting.

Timing: 8-10 lessons plus homework time.

Resources:

- Class access to a Computer Lab
- A Wiki (Eg use Moodle or Wikispaces – be aware that students will need to sign up for an account for Wikispaces if they don't already have one.
- Reflection Sheets and Planning Templates as attached. (Need to be printed out)
- Topic Cards as attached.
- Student Instruction Sheets as attached (These may be printed, loaded onto Moodle or the Common Student Drive, or Written on board.

Part One – Pre-learning

1. Have students complete the enterprising attributes wheel, and stick it in their books.
2. Take class to computer lab and ensure that the Wiki has been set up.
3. Have students sign into the Wiki. Guide them around the parts of the Wiki and give some basic instructions on how to use... eg:
 - a. You may change other's work, but only for spelling or adding extra information on.
 - b. When you contribute, be careful that you're not just repeating what someone else has already said, but summarise, or add on to the original information.
 - c. I can easily see when you contribute information. It's more important for me to see that you have contributed, than you have got the perfect answer.
 - d. We need to remember to work smarter – not harder, so EVERYONE is collaborating on the same things. If you are making a comment, do it and save it quickly so that someone else can add their information to the page.
4. Give class 20 mins to complete the first task of analysing the Wiki's
5. Have students add to the Guidelines Page in groups/pairs.
6. Homework: Consider the Guidelines so far, and add/change as you see fit.
7. During the next lesson, discuss the Guidelines and student experiences as a class. The teacher can add/amend guidelines during this time to come to a final version to be used in Part three of the Activity.

Part Two - Planning

1. Class is divided into eight groups – if a small class, each group may be assigned two topics. Students are given the Topic Descriptions Cards which are attached in the appendix.
2. Instruct each group that they will be coming up with a research plan. Write the following question on the board: “What questions do I need to ask before I can answer the topic question?”
3. Students should write on large sheets of paper all the questions that they can think of. As a guide, they will need to write questions around:
 - a. Definitions of key terms
 - b. An explanation of how/where/why the concepts are used in a businesses
 - c. Examples of Local/NZ businesses.
 - d. Students should also list any resources that they know of or think they could use as a starting off point eg: www.tutor2u.org.nz;
www.wikipedia.org.

Note: There are suggested research questions included on the following page so that the teacher can suggest extra questions to students that may not have covered all bases. For classes who require extra guidance or support in designing a research plan, use the research plan template which is attached.

4. Students swap their research plan with another group. Explain to students that the reason they have designed one research plan but completed another, is two-fold:
 - a. To see how others think/do their research plans. Research skills are key to modern learning. You will be asked to reflect on this section of work at the end and part of that is about understanding how you can collect information and where you could collect information from.
 - b. To get you thinking about how your original topic links with your new topic. To get your brain making linkages between the two topics you have been exposed to. In business, there is no way around interdependence – all functions of the business depend on the others and, like our class, if one function is slacking off, the other functions will suffer because of it.
5. The Newly assigned topic can be added to and amended as the group sees fit.
6. Teacher should check progress and give suggestions as necessary

Part Three - Implement

1. Take students to Computer Labs, and ensure that the Wiki has been set up (as per templates in appendix).
2. Ensure students have access to student instruction sheet part one.
3. Student Groups Carry out the research plan they have been assigned in their groups, using the class Wiki to collaborate on their groups topic page. Students should be encouraged to use pictures, video, or powerpoints they come across, as long as they write down the website that they got it from. All entries should be finished in a clear and consistent format, **phrased in their own words**, so that their classmates can instantly know about the topic.

Part Four – Present

1. Ensure students have access to the Student instruction sheet part two
2. Students have 1 class period to discuss how they will present their part of the text book to the rest of the class.
3. Students will present their text book to the rest of the class, giving them a natural language explanation of the topic.
4. Students individually complete the peer reflection sheets (attached in appendix). These are a reflection on their individual learning, as well as the research process undergone.
5. Have students update the enterprising attributes wheel to assess their progress,

Enterprising Student Assessment Wheel

Student Instructions:

- Stick this page into your book or folder.
- Shade in where your skills and attributes are now. Be honest and try to think about who you are right now at this point in time (not what you want to be).
- You will be updating the wheel periodically as you complete activities throughout the year. When you do this, use a different colour pen, or date the squares when you complete them.

Enterprising Attributes and Key Competencies

Level:

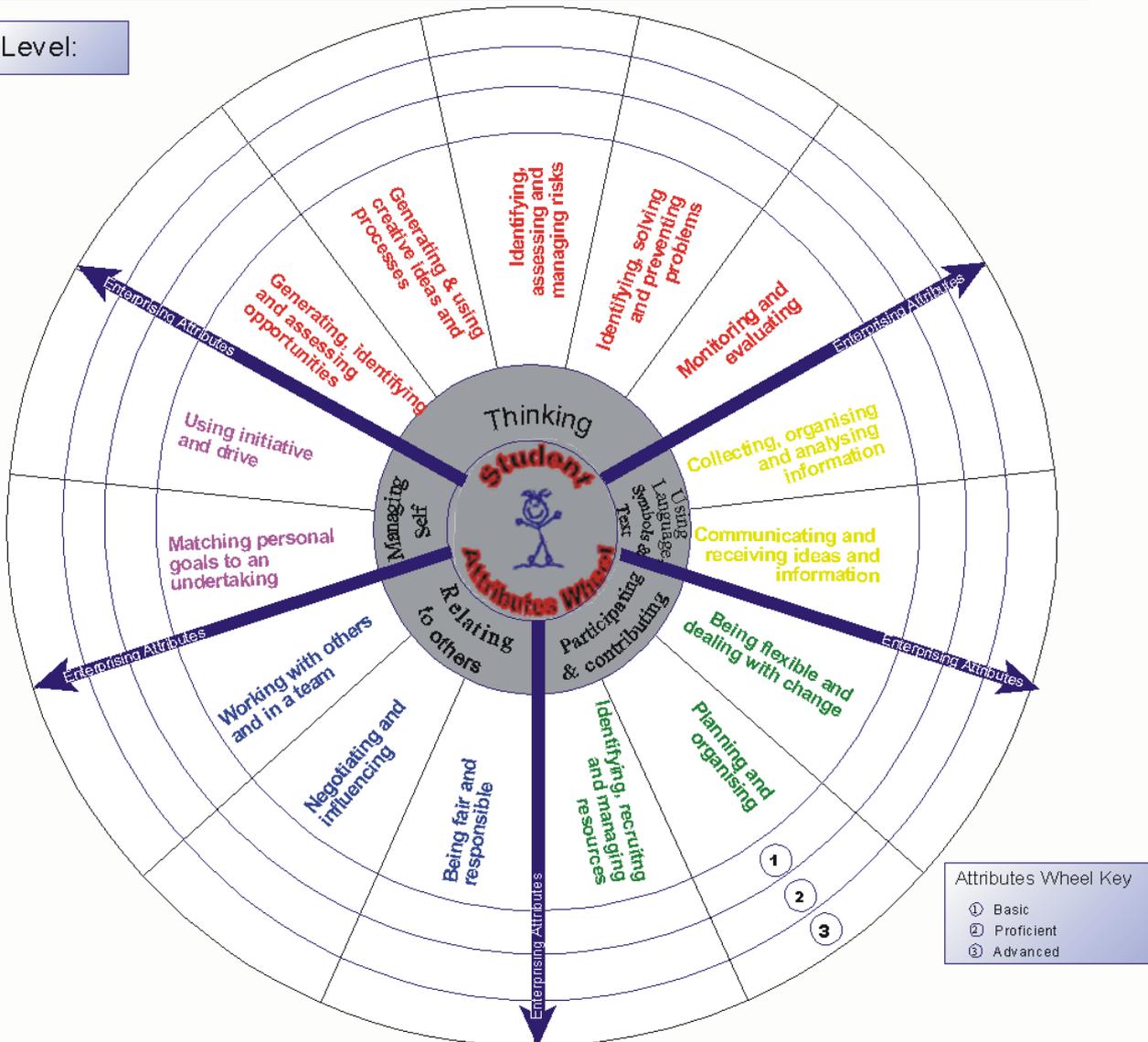


Figure 1 - Accessed from the Enterprise for Education website <http://education-for-enterprise.tki.org.nz>

Wiki Template for Pre-learning Activity

Page 1.

Contents:

1. Analysis of Other Wiki's

- <http://ww.wikipedia.org>
- <http://room8ashborough.wikispaces.com/>
- <http://digiteen.wikispaces.com/Digital+Law>
- <http://coyleypages.wikispaces.com/>
- <http://coyleypages.wikispaces.com/>
- <http://www.hchs.hunter.cuny.edu/wiki/index.php?title=7-4>
- <http://186734.wikispaces.com/>

2. Wiki Collaboration Guidelines

Page 2 -8

Analysis of *(Insert Wiki Name)*

URL: *(Insert URL Address)*

Authors:

Topic:

Answer the following questions about the Wiki:

1. What is the purpose of the Wiki (the desired outcome or goal)?
2. What aspects of the Wiki are really good (Plus)?
3. What aspects of the Wiki are not so good (Minus)?
4. What aspects were different, unusual, or caught your eye (Interesting)?

Page 9

Class Guidelines for Wiki Collaboration

We want our Wiki page to look great, and to be a useful resource for each other. It is important that we work together as a class and to do that, we need some guidelines, on how to make a great Wiki page.

Things that we SHOULD DO to make our Wiki Great.

Things that we SHOULD NOT DO while collaborating on a Wiki.

Tips and Tricks for making an interesting Wiki, and/or smooth groupwork

Wiki Template for Implement Activity

Page 1

Level One Business Studies Internal Features Text Book

Contents

1. Legal Entities
2. Organisational Structures
3. Entrepreneurship
4. Production Processes
5. Communication
6. On-the-Job training
7. Employment Rights and Responsibilities
8. Financial Records

Class Ground Rules for Wiki Collaboration

Pages 2-9

Topic Name

Leave blank for students to insert information

Page 10

Class Guidelines for Wiki Collaboration

Insert Wiki guidelines as created in pre-learning Wiki template

Suggested Research Questions (Teacher Only)

Topic One: Businesses are Legal Entities. Describe how businesses differ in terms of their legal status, and what this means for the business. (Sole Trader, Partnership, Registered Company)

- What is a legal entity?
- What are the following types of legal entity?
 - Sole Trader
 - Partnership
 - Registered Company
- What are the differences between each type of legal entity?
- What are some examples of different companies who are; Sole trader, Partnership, or Registered Company?

Topic Two: Businesses are structured in a particular way to meet their needs. Differences in type of structure, hierarchy, chain of command, span of control, and individual roles and responsibilities, create a particular organisational structure for each business. Describe how these features of organisational structure differ between businesses, and what this means for the business.

- What do the following terms mean in terms of organisational structure?
 - Types of organisational structure
 - Hierarchy
 - Chain of Command
 - Span of Control
 - Roles and Responsibilities
- Why do different businesses have different structures?
- Give some examples of how different businesses are structured.
- Why do you think each business chose to have this structure?

Topic Three: Entrepreneurship and Business. All businesses require entrepreneurship to manage the business effectively, and take advantage of opportunities in the marketplace. Describe entrepreneurship and it's importance to NZ businesses.

- Define Entrepreneurship
- What does an enterprising person look like?
- What does an enterprising business look like?

- Identify some enterprising stories about people or businesses and describe them

Topic Four: Production Processes. When businesses are in the business of making stuff, we can call them manufacturers. A key aspect of their business is the production process. Describe the production process and why different businesses choose different processes styles.

- Define the following key terms
 - Inputs
 - Outputs
 - Goods
 - Service
 - Added Value
- Define the following types of Processes
 - Job
 - Batch
 - Flow
- Describe why businesses would choose each type of process and why they wouldn't.
- Identify examples of Local/NZ businesses who use each type of production process

Topic Five: Communication within business. The way in which businesses communicate to it's customers, suppliers, and employees is critical to it's smooth running. Describe how internal communication between businesses and it's stakeholders occurs, and what the impact of communication is on the business.

- Describe the **methods** of Communication that a business may use.
- Describe the **mediums** of Communication that a business may use.
- Describe the **processes** of Communication that a business may use.
- Identify some local/NZ examples of how businesses use each of the methods and mediums you have identified above.

Topic Six: On-the-Job Training. Businesses are constantly training and re-training their staff. Describe the reasons that they need to train staff and some key methods of training them.

- Define On-the-Job Training
- Describe why businesses need to use on-the-job training
- Describe methods of on-the-job training and give examples of how they are used in Local/NZ businesses.

Topic Seven: Rights and Responsibilities. Both employers and employees have rights and responsibilities when entering into a contract with each other. Describe Employment Rights and responsibilities and explain why it is important for businesses to understand them.

- The Employment Relations Act governs the rights and responsibilities within an employment agreement. Based on the ERA only, describe:
 - Employee rights
 - Employee responsibilities
 - Employer rights
 - Employer responsibilities
- Describe some examples of Local/NZ businesses have had to go to court to settle an employment dispute.

Topic Eight: Financial Records. ‘Money makes the world go round;’ The number one reason that the majority of small businesses fail within two years is poor money management. Describe key financial reports in a business, and explain their importance.

- Define key Financial Statements including what each is, and what it will tell you about a business.
 - Income Statement
 - Balance Sheet
- Explain the importance of managing the businesses finances.
- Give examples of how a Local/NZ business might manage their finances.

Research Topic Cards

Topic One: Businesses are Legal Entities. *Describe how businesses differ in terms of their legal status, and what this means for the business. (Sole Trader, Partnership, Registered Company)*

Topic Three: Entrepreneurship and Business. All businesses require entrepreneurship to manage the business effectively, and take advantage of opportunities in the marketplace. *Describe entrepreneurship and it's importance to NZ businesses.*

Topic Two: Businesses are structured in a particular way to meet their needs. Differences in type of structure, hierarchy, chain of command, span of control, and individual roles and responsibilities, create a particular organisational structure for each business. *Describe how these features of organisational structure differ between businesses, and what this means for the business.*

Topic Four: Production Processes. When businesses are in the business of making stuff, we can call them manufacturers. A key aspect of their business is the production process which is categorised as Job, Batch, or Flow. *Describe the production process and why different businesses choose different processes styles.*

Topic Five: Communication within business. The way in which businesses communicate to its customers, suppliers, and employees is critical to its smooth running. ***Describe how internal communication between businesses and its stakeholders occurs, and what the impact of communication is on the business.***

Topic Six: On-the-Job Training. Businesses are constantly training and re-training their staff. ***Describe the reasons that businesses need to train staff and some key methods of training them.***

Topic Seven: Rights and Responsibilities. The Employment Relations Act (ERA), governs the rights and responsibilities that employers and employees have when entering into a contract with each other. ***Describe Employment Rights and responsibilities and explain why it is important for businesses to understand them.***

Topic Eight: Financial Records. 'Money makes the world go round;' The number one reason that the majority of small businesses fail within two years is poor money management. ***Describe key financial reports in a business, and explain their importance.***

Research Plan Template

Research Topic:	
Remember that every plan is “organic” this means it is always growing and changing. Add questions and terms to your plan as you go.	
Key Terms for Definition	
Questions that I need to be able to answer that will show I understand the topic	
Possible Sources of Information (websites, books, people, organisations)	
Examples and Applications of the key concepts (different places and situations that the topic could apply to)	

Student Learning Reflection Sheet

Complete all questions on your own, these are not used for marking or reports, but will be used to help improve the activities to ensure optimum learning from each and every student.

1. Describe *the process* your group undertook to find answer the research questions, identify appropriate information, and then present the research.

2. Describe any obstacles you encounter in terms of:

Group member interactions or group dynamics –

Identifying the correct information –

Presenting the information in a way your peers can understand it –

3. Name 3 things you liked about this activity.

4. Name 4 things you did not like about this activity.

5. Describe what you would do differently next time you do an activity like this.

Student Instruction Sheets

Making Businesses Tick – Part One



A Collaborative Textbook Activity

You are going to research one aspect of the internal workings of business organisations. In other words, you are going to figure out what makes a business tick. You are then going to create a textbook together with your classmates which will be the number one resource for your class to refer to when studying and learning during this course. This activity requires you to **collaborate** which means you will be working with the whole class in creating the best resource possible.

Aim: To improve your knowledge of a business organisation WHILE you practice your research and collaboration skills.

Time: 1 class for planning, four classes for carry-out plus homework time.

Instructions:

1. You will be assigned a group and a topic to research. Your teacher will give you some time to PLAN your research. This is an important step, and helps make your research more successful and quicker.
2. Conduct your research according to the plan you set out. Collect all of the information you find in the Wiki page that has been set up for you. The following is a guide to what information you MUST, SHOULD, and COULD collect.

MUST Collect	SHOULD Collect	COULD Collect
<ul style="list-style-type: none"> • Key Word Definitions • Explanations of key concepts in your own words • An example of how a real company uses each of these concepts 	<ul style="list-style-type: none"> • Pictures and Diagrams • Videos • Several examples how real companies use each concept • Links between this topic and other business concepts 	<ul style="list-style-type: none"> • Examples of FAILURE of this concept in business • Consequences of this topic on business stakeholders (eg local community, employees, owners) • Links between this topic and other topics you study

3. Write any websites down that you get the information, pictures, videos etc from underneath the material.
4. WRITE EVERYTHING IN YOUR OWN WORDS SO YOUR CLASSMATES CAN EASILY UNDERSTAND YOUR TOPIC.

Making Businesses Tick – Part Two

A Group Presentation Activity

You have completed an awesome class text book which you can access at anytime through Moodle. You are now the class expert on your assigned topic. Now it is important that you and your classmates become experts in **all** of the topics in the text book. To do this, you must 'teach' the topic to the class through a short presentation.



Aim: To effectively share your expert knowledge of this topic with the rest of the class.

Time: 1 class to prepare the presentation, 5-7 mins to present your topic.

Instructions:

1. Plan your mode of presentation. It may be:
 - a. Video
 - b. Powerpoint
 - c. Podcast
 - d. Any other suitable mode of communication
2. List about 5 key points that you think are most important for your classmates to understand about the topic.
3. Plan what you are going to say/how you are going to explain the topic
4. Prepare any visual materials etc.