

WHS Social Sciences: Business Studies Year: 10 Topic/s: Business Activity	Curriculum Levels: 6 Assessing NCEA Level 1 1.6 90842 Timing/Duration: 10 weeks
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<p>Achievement Objectives / Conceptual Understanding: 6.1 Understand how, as a result of internal and external factors, small business owners make operational decisions that have consequences for the success of their business 6.2 plan, carry out, and then review a one-off business activity, basing recommendations for the future on market feedback</p> <p>Understanding of the Business Studies concepts of globalisation, citizenship and sustainability</p> <p>Māori concepts Kaiarahitanga Rautaki Pūtea/rawa Hook Rawa Kōrero taki Tahua Te arotake mōhiohio</p>	<p>Rich Task:</p> <p>Carry out and review a product-based business activity within a classroom context with direction</p>	<p>Learning Outcomes (what do we want them to know and do?): <i>Using terms – describe / explain / analyse</i></p> <ul style="list-style-type: none"> - Describe the concept of innovation and the characteristics of a successful entrepreneur - Explain the concept of sustainability in both an environmentally conscious and commercially longevity manner - Create appropriate business aims, objectives and mission statements - Critically analyse the most appropriate business type for a given situation - Analyse the positive and negative impact that stakeholder groups can have upon a business - Identify and differentiate different job roles within a hierarchical system - List and explain different forms of communication, explain advantages and disadvantages of each method and analyse their appropriateness in given situations - Identify different methods of communication and analyse their appropriateness - Identify and explain the appropriate tikanga/protocol for holding meetings - Explain the role of different directorships <p>Note from the Teaching and Learning Guides Specifications explanatory note 2 The context for learning is typically a product-based business, developed and carried out by the students within a safe environment, such as a classroom/akomanga or department/tari/faculty. This will be a one-off business activity, with teachers giving direction. Students are required to develop a business plan(which should include an executive summary, an introduction, business goals, marketing, people, finance, operations) and demonstrate relevant business knowledge, concepts, and content. The planned business must be carried out, the process reviewed, and recommendations for future improvements given.</p>
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Values highlighted in this unit	How students will be encouraged to develop these	Key competencies highlighted in this unit	How students will be encouraged to develop these
Excellence – aiming high, persevering <input checked="" type="checkbox"/>	Through looking at entrepreneurial successes, objective setting within their businesses, group working and the longevity of their enterprises.	Thinking – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions, challenging assumptions and perceptions. <input checked="" type="checkbox"/>	Through selection of most appropriate business idea, how to conduct their business, market themselves etc.
Innovation , enquiry and curiosity <input checked="" type="checkbox"/>	Focus on innovation when formulating business ideas – need to be competitive/innovative – no sausage sizzles/sherbet/lollies! Get students asking the question – what do our target market want/need?	Using language, symbols, and texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding and responses. <input checked="" type="checkbox"/>	Analysis of business plans – do they communicate the right message?
Diversity – culture, language, heritage <input checked="" type="checkbox"/>	Application of Māori concepts and te reo Māori to business idea.	Managing self – having a “can-do” attitude - self-motivation, appropriate behaviour, resourcefulness, resilience, setting goals and managing projects. <input checked="" type="checkbox"/>	Through individual director roles and responsibilities and group working towards a deadline
Equity – fairness and social justice <input checked="" type="checkbox"/>		Relating to others – listen actively, recognise different points of view, negotiate, share ideas, being able to take different roles in different situations. <input checked="" type="checkbox"/>	Using appropriate tikanga/protocol in meetings and communicating with internal and external stakeholders (recognising role of hapū/whānau).
Community and participation for the common good <input checked="" type="checkbox"/>	Discussion of business objectives – what is their mission statement? Are they are socially responsible business?	Participating and contributing – being actively involved in communities - balancing rights, roles and responsibilities, and having a sense of belonging and the confidence to participate within new contexts. <input checked="" type="checkbox"/>	Team-working towards a shared goal (mission statement), recognising that individual work contributes towards the collective attainment.
Ecological sustainability - care for the environment <input checked="" type="checkbox"/>	Waste minimisation when looking at resource minimisation and the positive effects on profitability and the environment.		
Integrity –accountability, honesty, acting ethically <input checked="" type="checkbox"/>	Using appropriate tikanga/protocol during group meetings and analysis of relationship between their companies and their stakeholders.		
Respect for self, others and human rights <input checked="" type="checkbox"/>	As above.		

Teaching Focus and any data to support: Self/group direction and business protocols	Assessment: Business plan (group), carrying out (group) and review (individual)
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Skills	Resources	Key Vocabulary / Concepts	Links
<ul style="list-style-type: none"> - Research - Decision-making - Planning - Professional business plan writing - Communication - Co-ordination - Leadership - Team-working - Budgeting - IT skills - Synthesis - Application 	<ul style="list-style-type: none"> - Computers - Guest speakers/case studies - You Tube clips on famous entrepreneurs - Business plan template/checklist - Excel templates for survey/budget 	<ul style="list-style-type: none"> - Enterprise - Entrepreneurship - Innovation - Risk-taking - Thinking 'outside of the box' - Directorships – managing, finance, production, marketing - Agendas and minutes 	<p>ICT:</p> <ul style="list-style-type: none"> - Excel spreadsheets to process market research - Internet research for costs etc - Word to create business plan - Paint/PhotoShop to create logo/promotional materials <hr/> <p>Careers:</p> <p>Emphasis on the benefits of being an entrepreneur and running your own business</p>

	Topic	Learning Outcomes / Intentions	Learning Activities <i>Using Social Inquiry</i> <i>People – Values exploration – Perspectives – Reflective inquiry – Critical thinking – The big question – Finding out information – Considering responses and decisions</i>	Resources	Assessment <i>Formative – Summative – Feedback – Peer assessment – Forming Goals.</i>	Links to: - Values -Key Competencies - ICT - Careers - Skills
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