| **TRANSITION YEAR UNITS (2022 – 202** | | |
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| **1. Title of Transition Unit** | | |
| Enterprise | | |
| **2. Area of Study** | | |
| ***Enterprise:*** What is enterprise, risks and rewards of enterprise, characteristics and skills of an entrepreneur, importance of enterprise.  ***Marketing:*** Idea generation, branding and the key elements of the marketing mix. | | |
| **3. Overview** | | |
| The aim of this module is to provide students with an introduction to Leaving Certificate Business through topics centred on enterprise and business management.  Students will be introduced to the world of business and entrepreneurship through researching and interviewing business people and entrepreneurs about how their business began, how it is run day-to-day, the challenges involved on a daily basis and individual success stories.  Students will be introduced to the first steps involved in developing your own product or service. The key elements of marketing, essential promotion and research that need to be completed before launching the product or service to the public. | | |
| **4. Links** | | |
| This transition year unit has strong links to the World of Work module. Students will use knowledge and skills gained from these modules to complete tasks and assignments in the enterprise module.  Other cross-curricular links include: Geography (location of different businesses worldwide) | | |
| **5. Summary Outline of the Unit** | | |
| * Introduction to the world of business and entrepreneurship * Key business terminology * Interview and report on a local entrepreneur * Classroom presentations by students on the setting up a business, day-to-day challenges and success stories * Classroom visits from organisations * Key marketing terminology * Researching global companies and brands | | |
| **6. Breakdown of the Unit** | | |
| Students will have one x one-hour class per week. This module is run on a 10-week rotation. This amounts to 10 hours of tuition per year. | | |
| **7. Aims** | | |
| *This transition unit aims to:* | | |
| * Develop student’s knowledge of business and entrepreneurship. * Develop student’s interest in setting up a business, challenges and successes involved. * Develop students’ awareness and understanding of important day to day issues facing a business * Enhance their communication skills * Develop students’ understanding and knowledge of idea generation and marketing with emphasis on promotion and its importance in Business. | | |
| **8. Learning Outcomes** | | |
| *On completion of this unit students should be able to:*   1. Understand key business terms 2. List and explain the characteristics and skills of an entrepreneur 3. Be aware of the different types of businesses, services and companies 4. Appreciate the challenges involved in setting up and running a business 5. Appreciate the importance of enterprise in everyday life 6. Conduct an interview independent of the classroom and collate information gathered using guidance from the teacher 7. Present to their class on an entrepreneur of their choice 8. Reflect on their interview and what they learned, both in terms of content and process 9. Differentiate between the various forms of business ownership 10. Draft suggestions for new business ideas 11. Explain what marketing is 12. Define what a target market is and give examples for a variety of products 13. List the 4 P’s of the marketing mix 14. Differentiate between each element of the marketing mix 15. Explore and discuss global brands 16. Be aware of the different promotional techniques used by global companies | | |
| **9. Key Skills** | **How Evidenced** | |
| **Information Processing** | Listening to an entrepreneur, visiting speakers and peers; looking at examples of merchandise from speakers; writing reports and reviews of presentations by speakers and peers. | |
| **Critical and Creative Thinking** | Being creative by generating ideas for potential products or services of their own; critically evaluate talks by visiting speakers. | |
| **Communicating** | Listening to presentations by fellow students; expressing opinions in small group and class discussions. | |
| **Working with Others** | Organising and delegating work within groups to successfully complete classroom tasks, working together in groups on their marketing assignment. | |
| **Being Personally Effective** | Evaluation of their contribution to class discussions and tasks. Following school policy when researching online. | |
| **10. Methodologies** |  | |
| * Whole-class teaching * Individual, pair and group work * Use of ICT to enhance teaching and learning | | |
| 1. **Assessment Methods** | | |
| **Ongoing:**  Students will receive verbal feedback from the teacher as they work through class material. | | **Cumulative:**  Students will be assessed throughout the module in a variety of ways, both in a summative and formative way.  Formal feedback will be included in a school report at the end of the module. |
| **12. Evaluation** | | |
| Students will complete an evaluation sheet for the course and a self-evaluation worksheet towards the end of the module documenting what they have learned. | | |
| **13. Resources** | | |
| * Presentations given by the teacher * Handouts given to students on each topic * Students have access to their iPads which will be used for completing exercises, online research and completion of assessment. | | |
| 1. **Literacy** | | |
| * Keywords and terminology * Visual literacy promoted through the use of powerpoint (google slides. keynote) and excel (google sheets) * Reading and interpreting pieces of text / scenarios * Documenting ideas and suggestions through class activities | | |