

Unit 6 Business and enterprise

About the unit

This unit uses a range of business and enterprise activities to enable pupils to gain practical experience of how the local economy works. Pupils explore the range of business activities in their local area and consider the importance of these businesses to the local economy. They have the opportunity to work in groups and contribute to group decision-making activities.

Some of the team-based activities in this unit involve local education business links, organisations and employers. These could be arranged for a class or a whole year group. Work experience can also be used as an opportunity for pupils to conduct part of their research.

In the final section of the unit, pupils investigate the challenges and issues for local businesses. If town centre management or development issues are used, it may be helpful to liaise with the geography department.

Where the unit fits in

This unit addresses the following aspects of the key stage 4 citizenship programme of study:

Knowledge and understanding about becoming informed citizens

Pupils should be taught about:

- 1d the importance of playing an active part in democratic and electoral processes
- 1e how the economy functions, including the role of business and financial services
- 1f the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally

Developing skills of enquiry and communication

Pupils should be taught to:

- 2a research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics
- 2b express, justify and defend orally and in writing a personal opinion about such issues, problems or events
- 2c contribute to group and exploratory class discussions, and take part in formal debates

Developing skills of participation and responsible action

Pupils should be taught to:

- 3a use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own
- 3b negotiate, decide and take part responsibly in school and community-based activities
- 3c reflect on the process of participating

This unit builds on unit 14 'Developing skills of democratic participation' in the key stage 3 scheme of work.

Expectations

At the end of this unit

most pupils: know about the range of different businesses in their area and some of the advantages and disadvantages of operating in the locality. They recognise the importance of business to the local economy and that a range of external sources of help and support is available to business. They demonstrate an understanding of the skills that are important to business, drawing on their participation in business team activities. They take part responsibly when working with people from local business and evaluate the activities in which they have participated.

some pupils have not made so much progress and: know some of the different types of business in their area. They identify some of the skills that are important to business.

some pupils have progressed further and: know about the role and importance of businesses of different sizes in the local area and recognise the importance of business to the local economy. They understand why there are advantages and disadvantages to operating in particular locations. They recognise how businesses can make use of financial services. They make effective contributions to business team activities and show leadership and creativity in their work. They recognise the contributions of other team members. They identify a range of skills that are important to business and give examples of why this is the case.

Resources

Many groups and organisations produce online resources that are relevant to citizenship. QCA has not printed these website addresses as it recognises that they can and do change, often at short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the following organisations can be accessed through the key stage 4 citizenship scheme of work site at www.standards.dfes.gov.uk/schemes

- Enterprise guide (a web-based publication with ideas for activities for different subjects)
- Education Business Links
- Department for Transport, Local Government and the Regions (Neighbourhood Renewal Unit)
- Connexions Service
- Enterprise Insight
- Personal Finance Education Group (pfeg)
- Financial Services Authority (FSA)
- Association of Town Centre Managers
- businessdynamics
- Business in the Community
- Young Enterprise
- Learning and Skills Council
- Trading Standards Central

Links with other subjects

In this section, references are made to the programme of study if there is one at key stage 4, or to the subject specific criteria on which GCSE courses are based. Some of these links have been included in the 'Points to note' section to illustrate these opportunities.

The business and enterprise activities in this unit may link with other subjects in the curriculum, *eg science, design and technology, ICT, geography, art and design, PE.*

English: En1, 1a, 1d, 1g, 2b, 3a, 3b; En 2, 4a; En3, 1e–h in the programme of study

Science: aspects of current business and enterprise activities are based on scientific and technological developments, breadth of study 1a, 1b, 1c in the programme of study

History: GCSE social and economic history, including employment, trade, agriculture, industry, transport and communications; GCSE criteria: using a range of sources (3.2vii)

Geography: GCSE criteria: aspects of enquiry (3.1x); the themes of economic activity, employment and the impact of work/business on the environment (3.1ii); planning and management of resources (3.1v)

ICT: 1a, 1b, 3a in the key stage 4 programme of study

Business studies: this unit links with aspects of the specifications for GCSE business studies and economics: the relationship between business activity and the changing environment within which it takes place (3.1i); the structure, organisation and control of the main forms of business (3.1ii); business management in a competitive environment (3.1iii); objectives and the business environment and criteria for judging success (3.2i); people in organisations (3.2ii); accounting and finance (3.2iii); marketing (3.2iv); production (3.2v); interdependent behaviour of individuals, groups, organisations and governments within local, national and international contexts (3.3ii); how businesses compete (3.4iii). The topics are explored in greater depth in these courses. There may also be links with work in vocational courses that pupils are following.

Pupils should learn:

Pupils:

What businesses are there in my area?

- | | | | |
|--|---|---|--|
| <ul style="list-style-type: none"> • about the range of local businesses and why they operate in the locality • the advantages and disadvantages of operating in the locality • about the impact that a business has on the local community | <ul style="list-style-type: none"> • Ask pupils to research their local business environment. Local newspapers, telephone directories and town or community websites may be helpful for this. Encourage them to look at a range of organisations large and small, private and public. What businesses are represented in the area? • Groups of pupils visit a range of local businesses to find out about the local business environment. They investigate the products and services, how they are made or provided, who buys them and what the business does that other businesses do not. Why do these businesses operate in the area? What are the skills needs of local businesses? How are local businesses financed? Pupils consider the advantages and disadvantages for businesses of operating in the area, <i>eg a good skills base, closeness to components, tax incentives, good transport links, the high cost of property</i>, and the impact of the business on the local community, <i>eg it provides employment opportunities, supports a local charity, has a positive or negative impact on the environment</i>. They find out whether the business is publicly or privately owned. Is it listed, <i>eg on the Stock Exchange or Alternative Investment Market (AIM)</i>? If the business closed, what kind of impact would there be on the local community? What kind of advice and support services does the business use? • Each group records its findings and shares them with the other groups, using ICT to prepare presentations. | <ul style="list-style-type: none"> • understand the role of business in the local economy • know what the business they investigated tries to do • identify some of the impacts of the business on the local community • understand the local opportunities for future employment • know some sources of support available to businesses when starting up and when operating | <ul style="list-style-type: none"> • Education Business Link Organisations (EBLOs) can provide support in setting up these visits. • Schools are responsible for ensuring the implementation of all necessary health and safety procedures for pupils and teachers visiting the workplace. Schools should carry out required visitor or police checking procedures for visitors to the school in line with their own policy. • Link with geography: GCSE themes economic activity/employment at a local scale (3.1ii); how people and environment interact; sustainable development (3.1v). • If group visits to local businesses are difficult to arrange, pupils' work experience can provide a valuable way of addressing these learning objectives. The objectives need to be clearly stated before work experience takes place. |
|--|---|---|--|

How does a business operate?

- | | | | |
|---|--|--|---|
| <ul style="list-style-type: none"> • to work as part of a team in planning and running a business activity • to negotiate and agree different roles and responsibilities within a team • to carry out a specific function as part of a business team | <ul style="list-style-type: none"> • Pupils run a mini-enterprise activity, <i>eg set up a mini-company to produce a radio programme, run a school or community service, or plan and organise a school social event or visit</i>. Pupils consider the parameters within which the enterprise activity should operate, <i>eg resources needed, timescale, costs and expected revenues, budget, advertising needed, demand of the client group or market, legal considerations (health and safety issues, etc)</i>, and put together a business plan. The project team should also discuss and agree on everyone's different roles and responsibilities. In running the event, pupils keep simple accounts to work out whether they have made a profit or whether they are sticking to their budget. A local business representative could act as an adviser. • In a debriefing session and subsequent write-up, pupils analyse the strengths and weaknesses of the individuals and teams in carrying out the activity. They consider how the activity could have been carried out more effectively, and what they might do differently next time. • Pupils identify how these skills can be used in a variety of future roles. | <ul style="list-style-type: none"> • plan and organise a business activity • discuss and decide on the different roles, responsibilities and contributions within a team in relation to how the business activity operates • develop the skills, knowledge and understanding needed to run a business activity • appreciate how such skills can be used in future roles and responsibilities | <ul style="list-style-type: none"> • Project Business, run by Young Enterprise, is designed for key stage 4 pupils. It does not require pupils to run a business activity, but the link and background information on how business works could be useful. • This section builds on unit 14 'Developing skills of democratic participation' in the key stage 3 scheme of work. |
|---|--|--|---|

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note

What are the challenges for local businesses? Exploring town centre management and development

- | | | | |
|---|---|--|--|
| <ul style="list-style-type: none"> • about the sorts of challenges faced by local businesses • to approach the issues/ challenges in a creative and positive way • to work with others in a project team and contribute ideas • about opportunities for individuals and groups to bring about social change | <ul style="list-style-type: none"> • Pupils take part in a project to investigate some of the challenges and issues facing local businesses. The example here looks at issues related to town centre management and development. • Using a range of sources of information, including local media (newspapers, websites, etc), pupils research and identify schemes that they feel could improve their local town centre, with a view to helping local businesses thrive. The town centre manager is invited into school to discuss the pupils' ideas and to share the latest plans for development. • Following the discussion, pupils work in teams, in effect acting as consultants/ researchers for the town centre manager. Each team selects a possible scheme to investigate further, <i>eg redeveloping an area of the town; providing secure cycle storage spaces; providing more facilities for shoppers (such as open or green rest/ seating areas)</i>. Pupils devise a survey to discover what local residents, businesses and shoppers think about their chosen scheme. Their questions should be aimed at finding out the impact of the scheme on local business, including the advantages and disadvantages for a range of users. • Pupils conduct their research in a variety of ways. They visit the town centre to carry out interviews, and could also collect photographic evidence or sketch maps. • The teams analyse their findings. What would be the impact of their scheme on the town centre, ie what would be the advantages and disadvantages for businesses, shoppers, residents and other users? Pupils prepare a presentation for the town centre manager and other members of the local community. • Pupils evaluate their learning experiences. What went well? What didn't? What have they learnt from the exercise, as individuals and as teams? What would they do differently next time? | <ul style="list-style-type: none"> • identify some of the challenges facing local businesses • contribute to a project as part of a team, in a creative way • analyse and present their findings to a target audience • reflect on their participation in the activity | <ul style="list-style-type: none"> • This activity could be run as an off-timetable day. Alternatively, activities could be devised with the help of local companies, who could set a business challenge. Education Business Link Organisations and business studies teachers could also help develop activities. • The Association of Town Centre Management can provide relevant information and support to schools. • This project could be linked with Neighbourhood Renewal Programmes. Neighbourhood Managers have been established in some regions; see www.neighbourhood.dtlr.gov.uk. • The student council could discuss the issues raised and contribute their ideas and views as part of the enquiry. • Link with geography: this type of project is sometimes carried out as part of GCSE geography coursework. It may therefore be helpful to liaise with the geography department. |
|---|---|--|--|