

UNIT TITLE: Collaboration and Business - What makes a business Tick?

YEAR: 11 **CURRICULUM LEVEL/S:** 6 **DURATION:** 20 Lessons

Introduction
This unit is concerned with students investigating and understanding the internal workings of a business organisation. They will consider internal features of a business and apply these to a local business organisation.

Values highlighted in this unit	How students will be encouraged to develop the selected value or values during the unit
Excellence – aiming high, persevering <input type="checkbox"/>	Students will explore internal business practises through a self-directed enquiry approach. They will be forming their own research questions and directing their own internet search.
Innovation, enquiry and curiosity <input checked="" type="checkbox"/>	
Diversity – culture, language, heritage <input type="checkbox"/>	Through a collaborative text activity, students must understand how to work together to achieve an excellent result for the class.
Respect – for themselves and others <input type="checkbox"/>	
Equity – fairness and social justice <input type="checkbox"/>	
Community and participation for the common good <input checked="" type="checkbox"/>	Students will need to consider referencing their sources, how businesses account for profits, and how organisations regulate their actions and organisation.
Care for the environment <input type="checkbox"/>	
Integrity – accountability, honesty, acting ethically <input checked="" type="checkbox"/>	

Key competencies highlighted in this unit	How students will be encouraged to develop the selected competency or competencies during the unit
<input type="checkbox"/> Managing Self - Self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage	<p>Relating to Others – Students will in small groups to analyse businesses in relation to their internal features. Students may also communicate with business owners to gain further information</p> <p>Thinking – Students will be required to reflect on their own learning and will plan and reflect on a research process. They will be identifying and processing information they find on the internet.</p> <p>Using Language, Symbols and Texts – Students will be use a presentation tool to present their findings to the rest of the class. They are asked to present the information in a way which their peers will understand. They also refine skills in using internet, Wiki's, and researching.</p>
<input checked="" type="checkbox"/> Relating to Others – Listen actively, recognise different points of view, negotiate, share ideas	
<input type="checkbox"/> Participating and Contributing – Balancing rights, roles and responsibilities, and responding appropriately as a group member.	
<input checked="" type="checkbox"/> Thinking – Using creative, critical, meta-cognitive and reflective processes, drawing on personal knowledge and intuitions.	
<input checked="" type="checkbox"/> Using Language, Symbols, and Texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people's understanding.	

Developing Key Skills for Future Business Studies				
Interpret	Analyse		Evaluate	Present
ACHIEVEMENT OBJECTIVES				
<i>Business Formation</i>	<i>Functions of Business</i>	<i>People in Business</i>	<i>Business Management</i>	<i>Business Environment</i>
Structure of Business	Business Planning	Interpersonal Communication	Financial Record Keeping	Legal Regulations
Sources of Business Advice	Market Research	Recruitment	Budgeting and Forecasting	Technological Advances
Location of Business	The Marketing Mix	Employee Satisfaction	Planning and Controls	Innovation and Change
Funding Options for Business	Production, Processes and Quality Control	Employment Law	Annual Reporting	Enterprise and Culture
	Customer Needs and Service	Leadership	Organisational Management	Global Environment
	Business Growth			Ethics and Social Responsibility
				Sustainability

Learning Outcomes Students will ...	Teaching and Learning Strategies Learning through ...	
Identify and describe the internal features of a business organisation.	Learning Modes <input type="checkbox"/> Graphs <input type="checkbox"/> Surveys <input checked="" type="checkbox"/> Case Studies <input type="checkbox"/> Field Work <input checked="" type="checkbox"/> Research <input type="checkbox"/> Role Play <input type="checkbox"/> Interviews <input type="checkbox"/> Posters <input checked="" type="checkbox"/> Audio/Video clips <input type="checkbox"/> Mentor <input checked="" type="checkbox"/> Guest Speaker	ICT skills <input checked="" type="checkbox"/> PowerPoint <input type="checkbox"/> Excel <input type="checkbox"/> Publisher <input checked="" type="checkbox"/> Word <input checked="" type="checkbox"/> Internet Search engines <input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Websites (<i>list</i>) www.wikipedia.org www.tutor2u.org www.business.govt.nz
Recognise and explain the internal features of a local business organisation.		
Evaluate the impact of the internal business features of a local business organisation in terms of how each helps/hinders then organisation in achieving it's business goals.		

Resources

Activities as attached
Computer labs and Internet Access

Key vocabulary

Internal means within the control of the business
 An *influence* is any impact that a policy or procedure has on the people or practices within the business
Policy means a formal statement of principles eg Health and Safety, Code of Conduct, Recruitment and Selection, Use of ICT
Procedure means a particular course of action intended to achieve a result
People means any stakeholder of the business eg managers, customers, employees, suppliers, shareholders
Practices means a way of operation or behaviour

ASSESSMENT

Note: "Assessment" is not synonymous with formal testing

Diagnostic <i>What do they know?</i> <i>What can they do?</i>	Formative <i>Individual and group feedback & feedforward -</i> <i>What are they learning?</i> <i>What do they need to learn?</i>	Summative <i>What have they learned?</i> <i>Can the students explain <u>how</u> they learned it? (Opportunities for metacognition and student evaluation of activities.)</i>
		External Exam – AS 90837 – Demonstrate understanding of internal features of a small business

Extension/enrichment activities provided for the following students:	Activities provided:
Further support provided for the following students:	Support provided:

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Teacher reflection and evaluation: What impact did my teaching have on student learning? What evidence do I have?

What do the students still need to learn/do/practise/understand?

Lesson Planner – Internal Features

Lesson	Learning Objective	Activities	Resources
1	Begin to understand how to collaborate on a wiki and establish ground-rules for groupwork.	Part 1. Students use a PMI template (teacher to set up on Wiki) to analyse other examples of Wiki's. Part 2. Students assign guidelines for working in Wiki Groups	Computer Lab PMI wiki template Ground Rules Wiki Template (attached)
2	Plan for a research topic, and design research questions to guide research.	Recap wiki guidelines in class, have students consider the and make any changes necessary Introduce Wiki Textbook activity. Students to form groups and assign an initial topic.	Teacher needs access to wiki to amend/adjust as necessary. "Wiki Textbook activity" instruction sheet
3	Plan for a research topic, and design research questions to guide research	Continue creating research questions. Have groups swap research plans and add on to the research plan	As above.
4	Carry-out a research topic	Student groups collaborate on group Wiki. Students should research individually. Students will need to present	Computer Labs, wiki templates as below.
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7	To present a research topic to peers	Students put together a presentation of their research.	
8		Students present in their own way the topic that they have researched.	
9	Student's reflect on their individual learning	Teacher summarise student work so far, and takes class through the work so far. Sets reflection sheet for students to complete	Class-created wiki.
10	Understand how businesses start-up. Why they choose different legal statuses and the role of entrepreneurship in starting businesses.	Using the Wiki Text book, the teacher further explains, clarifies, gives examples, and leads discussion on these topics	
11	Understand the role of the production process in a business organisation.		
12	Understand the organisational structure of businesses and why businesses are structured differently		
13	Understand how a variety of communication processes affect stakeholders		
14	Recognise and explain the role of on-the-job training		
15	Understand Employer and Employee rights and responsibilities when entering into an employment contract		

16	Understand the role of financial records in a business.		
17	Apply knowledge of internal business features to a small local business.	Individual research task. Students each choose a different business, and plan (using templates from group task) to research the individual features of each business. Students will enter the information into a database for the class to use as a resource for the rest of the year.	Database Template Research Student Task Sheet & Teacher instructions Internet, Personal Interviews Email interviews
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