



SAMPLE COURSE OUTLINE

**BUSINESS MANAGEMENT AND ENTERPRISE
PRELIMINARY UNIT 3 AND UNIT 4**

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Sample course outline

Business Management and Enterprise – Preliminary

Unit 3 and Unit 4

Each business venture will be determined by the capabilities and skills the individual groups of students have to offer. Discussion of ventures and products is initiated in Unit 1 and Unit 2. For selling purposes, teachers need to program for ongoing production lessons during Unit 3 and Unit 4. Possible business ventures may include craft creations: cards or gift tags, simple sewing projects, a café, a newspaper round.

Unit 3 (notional timeframe only – may take up to whole year)

This unit focuses on preparing to sell a product that has been created, or providing a service. The unit addresses simple techniques to promote products and services, and explores processes involved in selling the product or providing the services.

Week	Key teaching points	Content
	Note: during the teaching of this unit, it will be necessary for students to continue to produce the products created in Unit 1 and Unit 2, to ensure they have stock to sell. Therefore, the teacher needs to organise practical lesson time.	Knowledge and understandings Attributes of an efficient worker when preparing to sell a product or provide a service, including: <ul style="list-style-type: none"> • uses resources efficiently • seeks assistance when necessary • focuses on tasks and avoids distractions The concept of ethical practice when <ul style="list-style-type: none"> • receiving cash • refunding cash • dealing with customers Key words associated with preparing to sell a product or provide a service
1	Introduction to the unit, organisation of task requirements into a portfolio/journal format. Work out a timeline using the school calendar, noting when tasks are due. Students to gather products created and note services they can provide. Discuss and choose which items or products they think would be most likely to sell to available markets.	Skills Follows instructions or a schedule to complete a task Follows classroom rules when preparing to sell a product or provide a service Uses teamwork skills when promoting a product or providing a service Applies the attributes of an efficient worker preparing to sell a product or provide a service Uses business vocabulary Calculates the profit to be made on the sale of the product or service Calculates the selling price for a product or service Uses effective communication skills when promoting a product or providing a service
2–4	Students to learn basic money-handling skills, reading and listening for prices, and practise the buying and selling process. Students to calculate how much it will cost to make the product/provide the service. Students to collectively decide how much to sell products for or charge for the service. Discuss: would they pay that amount of money for that product or service? Students to calculate the profit they will make for each item/service provided. Students to keep cashbooks to show expenditure and income from sales. Prepare students for excursion.	

Week	Key teaching points	Content
5	<p>Excursion 1: to view and practise money-handling skills and communicate with others appropriately. Possible venues: an open market, a food hall, department stalls. If possible, use public transport.</p> <p>On return, students to discuss cost of purchases, what students bought and why. Did they get value for money? Why did they buy that particular product?</p> <p>Review through discussion/role play situations that occurred on excursion; for example, buying of products, buying of train ticket, communication between customers and shop assistants.</p>	
6–7	<p>Teamwork:</p> <p>Students look at their individual contributions to the business. Individuals to show how they contribute to the team. Brainstorm what each member of the team contributes.</p> <p>Scaffold discussion using verbal questions and/or pictures for choice.</p> <p>What does it take to be a good team member? How do we communicate as a team? What is good communication? When selling our product, how should we talk to our clients? How can we communicate our product to others? Supporting pictographs/photos to be used to assist students to participate in discussion.</p> <p>Role play different situations to practise effective communication.</p> <p>Task 1: Gather photographic or concrete evidence to show their contribution to the team. Use the photographs to create teamwork poster.</p> <p>Task 1 due Week 7</p>	<p>Knowledge and understandings</p> <p>Teamwork skills when preparing to sell a product or provide a service, including:</p> <ul style="list-style-type: none"> • co-operates with team members • takes turns • shares resources <p>Attributes of an efficient worker when preparing to sell a product or provide a service, including:</p> <ul style="list-style-type: none"> • uses resources efficiently • seeks assistance when necessary • focuses on tasks and avoids distractions <p>Skills</p> <p>Uses effective communication skills when promoting a product or providing a service</p> <p>Recognises own teamwork skills</p> <p>Recognises own strengths that will be valuable to the team</p> <p>Uses customer service skills when greeting a potential customer</p> <p>Follows instructions or a schedule to complete a task</p> <p>Follows classroom rules when preparing to sell a product or provide a service</p> <p>Uses teamwork skills when promoting a product or providing a service</p> <p>Applies the attributes of an efficient worker preparing to sell a product or provide a service</p> <p>Uses business vocabulary</p>

Week	Key teaching points	Content
8–10	<p>Students investigate ways to promote their product or service.</p> <p>Students investigate different forms of advertising. Look in papers, online, posters, view and role play television advertisements.</p> <p>Discuss key features in an advertisement.</p> <p>Scaffold discussion using verbal questions and/or pictures for choice.</p> <p>What does a ‘good’ advertisement: look like, sound like, and tell us? How does it make us want to buy the product?</p> <p>Students to work as a team to initiate a plan showing how they will advertise the product or service to their potential customers.</p> <p>Supporting pictographs/photos to be used to assist students to participate in discussion.</p> <p>Task 2: Students to create their own advertisement that can be used to promote the product or service. Can take any form, for example a poster or a video. This advertisement includes features of an advertisement and key words.</p> <p>Task 2 due in Week 9</p>	<p>Knowledge and understandings</p> <p>Ways to promote a product or service</p> <p>features of an advertisement</p> <p>Locations to promote a product or service within the school</p> <p>Attributes of an efficient worker when preparing to sell a product or provide a service, including:</p> <ul style="list-style-type: none"> • uses resources efficiently • seeks assistance when necessary • focuses on tasks and avoids distractions <p>Teamwork skills when preparing to sell a product or provide a service, including:</p> <ul style="list-style-type: none"> • co-operates with team members • takes turns • shares resources <p>Key words associated with preparing to sell a product or provide a service, including:</p> <ul style="list-style-type: none"> • selling price • market promotion • advertising • sales <p>Skills</p>
11	<p>Students to work as a team: formulate a plan showing how and where they will advertise the product or service.</p> <p>Gather the teams’ advertisement ideas. View and discuss which advertisements will appeal best to potential customers. Students to choose advertisements to be used.</p>	<p>Creates an advertisement</p> <p>Finds suitable locations to promote a product or service within the school</p> <p>Uses the advertisement to publicise the product or service</p> <p>Uses effective communication skills when promoting a product or providing a service</p> <p>Recognises own teamwork skills</p> <p>Recognises own strengths that will be valuable to the team</p> <p>Follows instructions or a schedule to complete a task</p> <p>Follows classroom rules when preparing to sell a product or provide a service</p> <p>Uses teamwork skills when promoting a product or providing a service</p> <p>Applies the attributes of an efficient worker preparing to sell a product or provide a service</p> <p>Uses business vocabulary</p>

Week	Key teaching points	Content
12–13	<p>Students to learn basic money-handling skills. Students to practise receiving cash and giving change.</p> <p>Through role play practise selling and buying items created. Practise using appropriate and effective communication skills when dealing with customers.</p> <p>Students role play/discuss different selling situations where people are faced with difficult decisions.</p> <p>Task 3: Understanding the money exchange situation: role play the selling and buying of products. Initial teacher assessment of student ability to handle money correctly and use appropriate language when dealing with customers.</p> <p>Prepare students for excursion.</p> <p>Task 3 due in Week 13</p>	<p>Knowledge and understandings</p> <p>The concept of ethical practice when</p> <ul style="list-style-type: none"> • receiving cash • refunding cash • dealing with customers <p>The concept of selling price to provide a profit for the business</p> <p>Ways to communicate when promoting a product or providing a service</p> <p>Attributes of an efficient worker when preparing to sell a product or provide a service</p> <p>Key words associated with preparing to sell a product or provide a service, including:</p> <ul style="list-style-type: none"> • selling price • market promotion • advertising • sales <p>Skills</p> <p>Calculates the profit to be made on the sale of the product or service</p> <p>Calculates the selling price for a product or service</p> <p>Uses effective communication skills when promoting a product or providing a service</p> <p>Follows instructions or a schedule to complete a task</p> <p>Follows classroom rules when preparing to sell a product or provide a service</p> <p>Uses teamwork skills when promoting a product or providing a service</p> <p>Applies the attributes of an efficient worker preparing to sell a product or provide a service</p> <p>Uses business vocabulary</p>
14	<p>Excursion 2 (choose a different venue from excursion 1): students to demonstrate money-handling skills and communicating with others appropriately.</p> <p>Possible venues: an open market, a food hall, department stalls. If possible, use public transport.</p> <p>On return, students to discuss cost of purchases, what students bought and why. Did they get value for money? Why did they buy that particular product? Had they seen it advertised? Where? How?</p> <p>Review, through discussion or role play, situations that occurred on the excursion; for example, buying of products, buying of train ticket, communication between customers and shop assistants.</p>	<p>In Unit 3, course review of skills and content Weeks 14–15 to include:</p> <p>The concept of ethical practice when</p> <ul style="list-style-type: none"> • receiving cash • refunding cash • dealing with customers <p>The concept of selling price to provide a profit for the business</p> <p>Ways to communicate when promoting a product or providing a service</p> <p>Attributes of an efficient worker when preparing to sell a product or provide a service</p>

Week	Key teaching points	Content
15	<p>Students to review work covered in Semester 1. Check all tasks have been completed.</p> <p>Review knowledge of language:</p> <ul style="list-style-type: none">• advertising• buying and selling• handling money <p>Review how they are working as a team. Is everyone fulfilling his or her role? How is this affecting their business? What can they do to improve their teamwork?</p> <p>Review if everyone is being an efficient worker. Is everyone working to the best of their ability?</p> <p>Portfolios/journals to teacher for review.</p>	<p>Teamwork skills when preparing to sell a product or provide a service</p> <p>Key words associated with preparing to sell a product or provide a service</p>

Unit 4 (notional timeframe only – may take up to whole year)

This unit focuses on selling a product or providing a service that has been created. It addresses simple business principles relating to selling products and services. Students engage in business activity, gain sales experience and handle cash.

Week	Key teaching points	Content
	Note: during the teaching of this unit, it will be necessary for students to continue to produce the products created in units 1, 2 and 3 to ensure they have stock to sell. Therefore, the teacher needs to organise practical lesson time.	<p>Knowledge and understandings</p> <p>Teamwork skills when selling a product or providing a service, including:</p> <ul style="list-style-type: none"> • co-operates with team members • takes turns • shares resources <p>Recycling of resources where possible</p> <p>Attributes of an efficient worker when selling a product or providing a service, including:</p> <ul style="list-style-type: none"> • uses resources efficiently • seeks assistance when necessary • focuses on tasks and avoids distractions
1	<p>Review Semester 1 using portfolio/ journal for students.</p> <p>Introduction to Unit 4, organisation of task requirements for the portfolio or journal format.</p> <p>Work out a timeline using the school calendar, noting when they will be able to sell to which markets.</p>	<p>Key words associated with selling a product or providing a service</p> <p>Skills</p> <p>Recognises own teamwork skills</p> <p>Recognises own strengths that will be valuable to the team</p> <p>Uses teamwork skills when selling a product or providing a service</p> <p>Uses business vocabulary</p> <p>Recognises own teamwork skills</p> <p>Recognises own strengths that will be valuable to the team</p> <p>How will they use teamwork skills when selling a product or providing a service</p>
2	<p>Review teamwork.</p> <p>Review attributes of a good team member.</p> <p>Discussion:</p> <p>What does each member have to contribute to the business? Create a photographic display of their team efforts to date.</p> <p>Good team members make efficient workers. Introduce the idea of working well to support team members.</p>	<p>Key words associated with selling a product or providing a service</p> <p>Skills</p> <p>Recognises own teamwork skills</p> <p>Recognises own strengths that will be valuable to the team</p> <p>How will they use teamwork skills when selling a product or providing a service</p>
3–6	<p>Attributes of an efficient worker. Students look at different types of businesses and jobs within the businesses. Students investigate:</p> <ul style="list-style-type: none"> • what each job within the business entails • the key elements of an efficient worker to do the job well – what skills the worker doing that job will need • if the job requires good teamwork. <p>Task 4 due Week 6</p> <p>Students to choose and investigate a job within a business. The investigation must look at the above three points. Students can either write or use photos or pictographs to complete the task.</p>	<p>Knowledge and understandings</p> <p>Attributes of an efficient worker when selling a product or providing a service, including:</p> <ul style="list-style-type: none"> • uses resources efficiently • seeks assistance when necessary • focuses on tasks and avoids distractions <p>Recycling of resources where possible</p> <p>Key words associated with selling a product or providing a service</p> <p>Skills</p> <p>Sells the product or provides a service</p> <p>Follows classroom rules when selling a product or providing a service</p>

Week	Key teaching points	Content
7	<p>Review of Task 4. Collectively look at the different jobs or businesses students have investigated and find the common features of an efficient worker. Students discuss the attributes they need to have if their business is going to be a success.</p>	<p>Uses teamwork skills when selling a product or providing a service</p> <p>Follows instructions or a schedule to complete a task</p> <p>Follows correct procedures when seeking assistance</p> <p>Uses business vocabulary</p>
8	<p>Communication:</p> <p>Students practise effective communication through role play and/or creating comic strips for different scenarios.</p> <p>Students to demonstrate using good manners and small talk when talking to people they do not know.</p> <p>Students to demonstrate how to communicate with customers, resolving issues that may occur, what to do if they require assistance themselves.</p> <p>Excursion 3 (choose a different venue from excursion 1 and excursion 2): students to observe and demonstrate communicating with others appropriately.</p> <p>Possible venues: an open market, a food hall, department stalls. If possible, use public transport.</p>	<p>Knowledge and understandings</p> <p>Ways to communicate when selling a product or providing a service</p> <p>Skills</p> <p>Uses effective communication skills when dealing with customers</p> <p>Uses customer service skills when dealing with customers</p> <p>Resolves customer issues</p> <p>Follows correct procedures when seeking assistance</p> <p>Follows instructions or a schedule to complete a task</p>
9–10	<p>Money skills:</p> <p>Through role play practise selling and buying items created. Practise using appropriate and effective communication skills when dealing with customers.</p> <p>Students to keep cashbooks to show expenditure and income from sales.</p> <p>Students to calculate how much the business has spent so far and review how much each item has cost to make. Check and agree as a team the selling price of items.</p> <p>Students to calculate the profit they will make for each item or service provided.</p> <p>Prepare students for selling.</p>	<p>Knowledge and understandings</p> <p>Ethical practice when ensuring the security of cash</p> <p>The concept of money spent versus money received</p> <p>The concept of spending money to make money</p> <p>Correct procedures for handling money, including:</p> <ul style="list-style-type: none"> • receiving money • giving correct change • recording money <p>Ways to communicate when selling a product or providing a service</p>
11–12	<p>Task 5 Part 1: Selling: school-based venue.</p> <p>Students to demonstrate the use of effective communication skills, efficient worker skills, effective handling of money and demonstrate good teamwork skills.</p> <p>On return, students to discuss cost of purchases, what people bought and why. Did people get value for money? Why did people buy that particular product? Had they seen it advertised? Where? What items do the students have left? Can they sell them later or recycle materials in another way?</p>	<p>Key words associated with selling a product or providing a service</p> <p>Skills</p> <p>Uses effective communication skills when dealing with customers</p> <p>Uses customer service skills when dealing with customers</p> <p>Sells the product or provides a service</p> <p>Follows simple, correct procedures for handling money, including:</p> <ul style="list-style-type: none"> • receiving money • giving correct change

Week	Key teaching points	Content
	<p>Review through discussion or role play situations that occurred on excursion; for example, buying of products, buying of train ticket, communication between customers and shop assistant.</p> <p>Task 5 Part 1 due Week 12</p>	<p>Counts and records amount of money received on the sale of product or service</p> <p>Follows correct procedures when seeking assistance</p> <p>Follows instructions or a schedule to complete a task</p>
13–14	<p>Task 5 Part 2: Selling: venue outside the school environment. Choose a student-friendly venue; for example, local shopping centre, church fete day, local library, playgroup or community centre.</p> <p>Students to demonstrate the use of effective communication skills, efficient worker skills, ethical handling of money and demonstrate good teamwork skills.</p> <p>On return, students to review final selling experience. Discuss cost of purchases, what people bought and why. Did they get value for money? Why did students buy particular products? Had they seen them advertised? Where? What items do the students have left? Can they sell them later or recycle materials in another way?</p> <p>Teacher to use a checklist of skills to assess student performance.</p> <p>Task 5 Part 2 due Week 14</p>	<p>Follows classroom rules when selling a product or providing a service</p> <p>Recognises own teamwork skills</p> <p>Recognises own strengths that will be valuable to the team</p> <p>Uses teamwork skills when selling a product or providing a service</p> <p>Applies the attributes of an efficient worker when selling a product or providing a service</p> <p>Uses business vocabulary</p>
15	<p>Review favourite aspects of the course.</p> <p>Portfolios to be completed.</p>	<p>The Unit 4 content review to include:</p> <p>Ethical practice when ensuring the security of cash</p> <p>The concept of money spent versus money received</p> <p>The concept of spending money to make money</p> <p>Correct procedures for handling money</p> <p>Ways to communicate when selling a product or providing a service</p> <p>Recycling of resources where possible</p> <p>Attributes of an efficient worker when selling a product or providing a service</p> <p>Teamwork skills when selling a product or providing a service</p> <p>Key words associated with selling a product or providing a service</p>