



# Bí Gnóthach

 nterprise  ducation  
IN IRISH PRIMARY SCHOOLS

BRIATHAR DE MO LÓCHRANN



**C.D.U.**  
Curriculum Development Unit

Mary Immaculate College • Coláiste Mhuire Gan Smál  
University of Limerick • Oilscoil Luimnigh

  
City & County  
Enterprise Boards of Ireland





A healthy enterprise culture is essential for economic growth and social cohesion. Education plays a central role in creating such a culture by enabling people to become competent decision-makers and active participants in their local communities. Including enterprise education as part of the primary school programme can ensure that children are given the opportunities to develop the skills, ideas and values associated with an enterprise culture and are encouraged to take initiatives and explore options with confidence. They can learn the steps required to create their own enterprises and to examine the advantages, disadvantages, risks and opportunities involved.

I warmly welcome the development of **Bí Gnóthach**. It is an excellent resource pack on enterprise education designed for use in primary schools with 10-12 year olds. It includes teachers' notes, a range of stimulating activities and an educational video. The emphasis throughout is on active, participatory learning approaches where the children are encouraged to think critically, to make decisions, to negotiate, to analyse and to reflect on the work undertaken. It allows children opportunities to develop their own skills and imagination and to think globally through the medium of enterprise. Such approaches are crucial if children are to play a role in determining their own futures and the future of the society as a whole.

This resource is founded on the key principles of the primary curriculum: the centrality of the child as learner, the importance of active participatory approaches and the necessity for skills' development. Working collaboratively within the school and the community can enable the child to develop a range of interpersonal skills while also fostering his/her own self-confidence and self-worth.

**Bí Gnóthach** is designed so that it can be integrated effectively into many subject areas of the curriculum. These opportunities are clearly identified throughout the materials and teachers will be pleased to see how readily the activities can be incorporated into their overall plans of work. The cross-curricular nature of **Bí Gnóthach** is essential for its success and ensures that the enterprise perspective is meaningfully explored in the curriculum.

This resource pack is an exciting initiative in education. It will contribute significantly to developing an enterprise culture among our primary school children and among the young adults of tomorrow. I am confident that children and teachers will enjoy being involved in the activities and that as a result of their participation strong links will be forged between the school, the home and the local community.

**Bí Gnóthach** is a result of the collaboration of the various partners in education - parents, teachers, children and members of the community. The ongoing involvement of the local Enterprise Boards is to be commended and reflects their commitment and interest in the future of our society.

Gabhtar buíochas le gach duine a bhí páirteach sa tionscadal seo le blianta agus go mórmhór leis na hoidí agus na páistí sna scoileanna a rinne a gcoin féin den obair. Tá súil agam go mbainfear tairbhe agus taitneamh as a bhfuil anseo.

**Micheál Martin, T.D.,**  
*Minister for Education and Science*





# Bí Gnóthach

 **Enterprise Education**  
IN IRISH PRIMARY SCHOOLS

Enterprise is about turning a good idea into a sound business. This requires courage, drive, persistence and vision. It also means long hours, hard work and many sacrifices. There will be setbacks and disappointments along the way and there is no guarantee of success. That is why it is important that those who go into business should receive adequate reward for their efforts and risk-taking. Without successful small enterprises in Ireland, people would be unemployed or forced once again to emigrate in search of work. Also the taxes which they and their workers pay help to build schools and hospitals and provide social welfare benefits to the old, the sick and those not fortunate to have a job.

The development of a strong enterprise culture in Ireland is essential if we are to sustain the high levels of growth and employment creation which we currently enjoy. We must continue to nurture and develop a spirit of entrepreneurship whereby starting a business is increasingly seen as a career path of choice. Where better to begin this education process than when the minds are young and receptive. I am convinced that if we provide our young people with enough encouragement backed up with the necessary skills, and create the environment for new businesses to succeed, those young people will respond and small businesses will continue to flourish.

Small and medium size businesses are the backbone of the Irish economy with five out of every 10 persons at work employed in this sector. Therefore many of the young people who take part in **Bí Gnóthach** are likely to have a career in small business either as an owner, manager or employee. **Bí Gnóthach** will sow the seeds required to focus our young peoples minds on how to succeed in their chosen careers. Later in their academic lives they will build on the foundations which this programme delivers. But for now, **Bí Gnóthach** will provide a practical yet fun start to this process.

In recent years there have been many initiatives on small business by the Government and at European Union level. The Government is committed to continuing its support of small business into the next millennium and beyond.

The young people who participate in **Bí Gnóthach** represent the future of this country. I wish them well in their studies and every success in their future careers.

**Mary Harney, T.D.,**

*Department of Enterprise, Trade and Employment*





# Introduction

## Enterprise Education is:

The taking of initiative to achieve a self determined goal that is part of a future vision, in order to achieve one's own meaning in life, while sharing its outcomes with others in the community.

Eugene Luczkiw

Director of the Institute for Enterprise Education,  
Brook University, Canada.

## BACKGROUND

The Government's White paper Charting our Education Future, in its review of the "Philosophical Rationale for Educational Policy and Practice" highlighted a very definite partnership between the educational and economic domains:

The development of the education and skills of people is as important a source of wealth as the accumulation of more traditional forms of capital. National and international bodies have identified the central role of education and training as one of the critical sources of economic social well being in modern society. (Charting Our Educational Future, p.5)

It advocated the idea that "expenditure on education and training is an investment in economic growth and improved social cohesion."

This was the underlying principle that inspired the design of **Bí Gnóthach**. It was felt that Irish children could be introduced to a wide range of skills, ideas and values associated with the creation of an enterprise culture.

These skills would enable the children to become competent decision-makers and active participants in their local and global communities.

As early as 1994, Dr. Peadar Cremin, President, Mary Immaculate College, Limerick began researching the concept of promoting an understanding of enterprise and employment in the work place, as a cross-curricular feature in Irish primary schools.

At this point, links were established with Dr. Frank Howe of Longwood College in Virginia, U.S.A., who had been involved in the development of video materials on student awareness of the world of work. Dr. Howe devoted much time in Limerick to the compilation of a pilot resource pack and video for Irish Primary Schools.

As a result of such catalysts, the "Making Work Work: Enterprise Education in Irish Primary Schools" pilot project was launched by the Tánaiste, Mrs. Mary Harney in Castleconnell N.S., Limerick in January 1998. This pilot project was funded by five Enterprise Boards in the Mid-West Region and involved ten schools in that area.

The pilot project proved very successful and has led to the development of the **Bí Gnóthach** programme, as a joint partnership between the Curriculum Development Unit in Mary Immaculate College, Limerick and twenty four Enterprise Boards in the country.

## A I M S O F B Í G N Ó T H A C H

**Bí Gnóthach** endeavours to implement the educational principles recommended in the revised curriculum. In order to ensure this implementation, **Bí Gnóthach** aims:

To explore and develop skills which will enhance the social, emotional, spiritual and cognitive development of the children

To promote a sense of confidence, self-worth and self-esteem

To provide opportunities for the children to explore their personal responses and attitudes to various issues and situations

To encourage the evolution of interpersonal skills including arbitration, conflict, self-assertion, conversation, concession and empathy

To develop a local and global awareness and responsibility

To promote a wide range of active learning approaches which enable the children to become independent learners

To enable the children to fulfil their role as architects of their own future

To incorporate an enterprise perspective, at an appropriate level, throughout the primary school curriculum

To enhance knowledge of the working environment

To encourage collaborative learning through the inclusion of team-based activities

To encourage home/school/community partnerships in education

To empower learners and promote initiative

To instill in the children a love of learning and discovery and so encourage them to stay in school



## ABOUT BÍ GNÓTHACH

**Bí Gnóthach:** Enterprise Education in Irish Primary Schools is a participatory, cross-curricular programme designed for 10-12 year old children in Irish primary schools. The programme includes a video and resource pack with teacher's notes and stimulating activity sheets.

The programme allows the children opportunities to shape and develop their own skills and imaginations through the medium of enterprise. It also encourages partnership between school, home and local businesses.

The nature of **Bí Gnóthach** allows for its various lessons and activities to be integrated into many subjects throughout the curriculum.

It is recommended that **Bí Gnóthach** be completed over one term and will provide the basis for any number of later class enterprise projects.

The sequence of the programme is mainly a guideline for teachers, but it is essential to complete **Aonad 1** first, as this provides an introduction to the programme and explores key terms such as 'entrepreneur' and 'marketing'. The understanding of such terms is essential for the full success of the programme. **Aonad 2** and **Aonad 3** should also be completed in the early stages of the programme.

It is recommended that the "Letters Seeking Parental Support" in **Appendix B** are distributed before commencement of the programme for insurance purposes.

All teachers availing of **Bí Gnóthach** will receive in-career development training. Such training is essential to ensure that teachers are familiar with its content and comfortable with its methodologies.

## Bí Gnóthach

### BÍ GNÓTHACH: THE VIDEO

The **Bí Gnóthach** video is divided up into two parts as follows:

**Cuid A: What Makes A Business Succeed?**

**Cuid B: The Steps To Success**

**Cuid A** of the video is directly related to **Aonad 1 Cuid A** of the resource pack

**Cuid B** of the video is directly related to **Aonad 1 Cuid B** of the resource pack

It is advised that the children, in their groups, carefully review **Cárta Oibre 1A & Cárta Oibre 1B** before watching the relevant parts of the video.

Whenever '**Time Out**' flashes on the screen, the video should be paused to allow the children time to fill in the relevant sections of their **Cártaí Oibre**.





# Acknowledgements

The production of Bí Gnóthach has been made possible by the dedication and enthusiasm of many people. All those involved in the project made an indispensable contribution to its development and completion.

The project team wishes to express our grateful appreciation to the following people in particular:

## THE ENTERPRISE BOARDS

Mr. Ned Toomey and Mr. Gerry Behan, C.E.O., Limerick County Enterprise Board

Mr. Eamon Ryan, C.E.O., Limerick City Enterprise Board

Ms. Caroline Lynch and Mr. Hugh Reilly, C.E.O., Meath County Enterprise Board

Mr. Frank Dawson, C.E.O., Sligo County Enterprise Board

Mr. Denis Cournane, Mr. Martin Collins and Mr. Eamon O'Mahony, C.E.O.,  
Kerry County Enterprise Board

Mr. John McEntegart, C.E.O., Monaghan County Enterprise Board

Ms. Majella Hunt and Mr. Gerry Finn, C.E.O., Roscommon County Enterprise Board

Ms. Peggy Roche, C.E.O., Tipperary North Enterprise Board

Ms. Aine O'Brien, Carlow County Enterprise Board

Mr. Cormac McDonnell and Mr. Michael Hanley, C.E.O.,  
West Cork County Enterprise Board

Ms. Adrienne Rodgers and Mr. Dave Cody, C.E.O., Cork City Enterprise Board

Mr. Eamonn Kelly, C.E.O., Clare County Enterprise Board

Mr. Gerry Macken, C.E.O., Dublin City Enterprise Board

Mr. Rochie Holohan, C.E.O., North Cork County Enterprise Board

Mr. Martin Corkery and Mr. Jim Brennan, C.E.O., South Cork Enterprise Board

Mr. J.J. Ryan, C.E.O., Fingal County Enterprise Board

Mr. Donal Dalton, and Mr. Brendan McGrath C.E.O., Kildare County Enterprise Board

Mr. Thomas Hayes, C.E.O., Tipperary South Enterprise Board

Mr. Gerard Enright, C.E.O., Waterford County Enterprise Board

Mr. Seán Mythen, C.E.O., Wexford County Enterprise Board

Mr. Michael Dillon, C.E.O., Westmeath County Enterprise Board

*The late Pat O'Meara, C.E.O., Carlow County Enterprise Board who firmly supported the project before his sad passing in January 1999.*



## THE PILOT TEAM

The Enterprise Education in Irish Primary Schools programme was piloted in schools throughout the Mid-West region from January - May 1998. This pilot project proved very helpful in developing the current Bí Gnóthach programme and was made possible with the ardour and commitment of the following schools:

Dromclough N.S., Listowel Co.Kerry	Mr. Kieran Rohan, Principal Ms. Mary O'Connor, Vice Principal
Castleconnell N.S., Co. Limerick	Ms. Maria Anketell
C.B.S. Primary School, Nenagh, Co. Tipperary	Mr. Gerry Ryan
St. Patrick's N.S. (Buachaillí)	Mrs. Rose Cournane, Principal
Dromcollogher N.S., Co. Limerick	Mr. David Browne, Principal
Scoil Íde, Corbally, Limerick	Ms. Marie Clancy
Ballynacally N.S., Co.Clare	Mr. Conor Lynch, Principal
Caherciveen N.S., Co. Kerry (Buachaillí)	Ms. Martha Woodcock, Principal
C.B.S. Primary School, Ennis, Co. Clare	Ms. Alice Mahon
Portroe N.S., Co.Tipperary	Mr. Paddy Carroll, Principal

The pilot project was funded kindly by the following enterprise boards:

**Limerick County Enterprise Board  
Limerick City Enterprise Board  
Clare County Enterprise Board  
Kerry County Enterprise Board  
Tipperary North Enterprise Board**

## THE VIDEO PRODUCTION TEAM

Mr. Mícheál Ó Maolcatha, A/V Unit, Mary Immaculate College, Limerick.

Creative Visual Productions Ltd., Catherine Street, Limerick.

Ms. Beth Hickey, **Bí Gnóthach** project officer, Mary Immaculate College, Limerick.

Mr. Kieran Rohan, Principal; Mrs. Mary O'Connor, Vice Principal and the 5th and 6th Class children of Dromclough N. S., Listowel, Co. Kerry:

Fiona Dowling  
Catherine Flynn  
Louise Galvin  
Maria Hennessy  
Damien Murphy  
Maura O'Connell  
John O'Connor  
John O'Donoghue  
Regina O'Hanlon  
Samantha Porter  
Peter Russell  
Alison Walsh

Mark O'Flaherty  
Christopher Galvin  
Eamon Harnett  
Robert McElligott  
Brenda Mulvihill  
Anne Maria O'Connor  
Con O'Donnell  
Stephanie O'Halloran  
Karen O'Sullivan  
Austin Quilter  
Joseph Scanlon  
Linda Walsh

*All the entrepreneurs who took part in the video*

## BÍ GNÓTHACH WEBSITE

Creative Design: Ms. Beth Hickey, **Bí Gnóthach** project officer, Mary Immaculate College, Limerick.

Website Editor: Mr. Paul Murphy, Computer Services, Mary Immaculate College, Limerick.

Mary Immaculate College Website Committee

## PROJECT CONSULTANTS

Dr. Peadar Cremin, President, Mary Immaculate College, Limerick  
Dr. Frank Howe, Longwood College, Virginia, U.S.A.



## THE PROJECT STEERING COMMITTEE

Dr. Peadar Cremin, President, Mary Immaculate College, Limerick

Mr. Gerry Behan, C.E.O. Limerick County Enterprise Board

Mr. David O'Grady, Director of C.D.U., Mary Immaculate College, Limerick

Mr. Tony Bonfield, Lecturer in Education, Mary Immaculate College, Limerick

Ms. Beth Hickey, Bí Gnóthach Project Officer, Mary Immaculate College, Limerick

Finally, we wish to thank the following individuals:

Mr. David O'Grady, Director C.D.U., Mary Immaculate College, Limerick for his willingness at all times to support, encourage and advise on all areas involving the development of the programme.

Mr. Tony Bonfield, Lecturer in Education, Mary Immaculate College, Limerick for his crucial role as evaluator of the pilot project in 1998.

Mr. Gerry Behan, C.E.O., Limerick County Enterprise Board, for his loyalty to, and support for the programme since its conception as a pilot project.

Dr. Peadar Cremin, President, Mary Immaculate College, Limerick for his persistence in securing the creation of a cross-curricular Enterprise Education programme for Irish primary schools. He also played a major role in the pilot project and the development of the Bí Gnóthach programme.

Ms. Noelle Holliday, C.D.U. Secretary and Ms. Sheila Kent, Education Secretary, for their dependability and encouragement.

Mr. Noel Moloney, Lecturer, Mary Immaculate College, Limerick for his essential contribution as proofreader for the Bí Gnóthach programme.

Mr. Brian Ruane, Development Education Primary Schools project officer and Ms. Carol O'Sullivan, Bí Folláin project officer, for their expert advice on relevant curricular areas.



# Bí Gnóthach

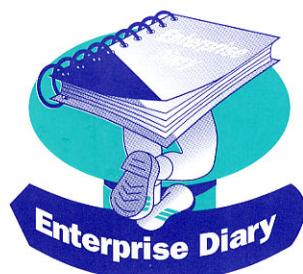
## Bí Gnóthach Icons



The appearance of this icon is an indication that an activity will take place at that point.



This icon represents a point in the lesson where the children are required to think about a certain topic. Any thoughts and ideas that they come up with, on this topic, are called out to the teacher.



The appearance of this icon indicates that the children will be required to fill in a section of their Enterprise Diary. The appropriate section will be indicated in the teacher's notes.



This icon represents information relating to a particular lesson, which may be of interest to the teacher.



## **Aonad 1: *I Am A Success!***

Exploration of video:

**Cuid A:** What Makes a Business Succeed?

**Cuid B:** Steps to Success

## **Aonad 2: *Let's Make A Start!***

Choosing a selection of possible class enterprises

## **Aonad 3: *What's The Best Route?***

Preparation for and completion of a market survey

Suitable business venture is decided upon

## **Aonad 4: *Let's Do It!***

Choosing a name for the class enterprise

Motivating the children to do their best

## **Aonad 5: *Stop And Think!***

Important elements of business are explored, e.g. customer relations, record-keeping, etc.

## **Aonad 6: *Write To Succeed!***

Possible sources of finance are explored e.g. banks, credit unions, etc. and letters are written requesting finance from possible funders

## **Aonad 7: *The Adventure Begins!***

The materials needed for production are bought

Stock and financial record sheets are explained and distributed

## **Aonad 8: *Let's Make Work Work!***

**Cuid A:** Establishing Prices

**Cuid B:** Advertising

**Cuid C:** Distributing Order Forms And Commencing Production

Bí Gníothach



### **Aonad 9: *Everyone's A Winner!***

**Cuid A:** Exploring Concepts Of Profit And Loss

**Cuid B:** Establishing Whether The Business Made A Profit Or Loss

**Cuid C:** Analysing The True Success Of The Project

**Cuid D:** Project Evaluation

### **Aonad 10: *Global Enterprise***

Exploring enterprise in a global context

### **Aonad 11: *Let's Take On The World!***

Project is presented to the school/community at large

### **Aonad 12: *The World Of Work***

**Cuid A:** Labelling Business Roles, e.g. 'Sales Team'

**Cuid B:** Exploring The World Of Work

**Cuid C:** Choosing The Job For Me!

**Cuid D:** The Children Apply For A Job

## *Bí Gnóthach*

**Appendix A:** *Sample Businesses For A Class Enterprise*

**Appendix B:** *Sample Letter Seeking Parental Support*

**Appendix C:** *Enterprise Diary*

**Appendix D:** *Certificate of Participation*





## I am a success!

Exploration of video:

**Cuid A:** What makes a business succeed?

**Cuid B:** Steps to success



## Aonad 1: I Am A Success!

### Cuid A: What Makes A Business Succeed?

#### Aidhmeanna:

- 1 To introduce the children to the terms "enterprise", "entrepreneur" and "marketing"
- 2 To highlight the characteristics of a successful entrepreneur
- 3 To establish the advantages and disadvantages of starting your own business
- 4 To examine the concept of risk-taking
- 5 To explore the meaning of and need for marketing and advertising in business
- 6 To teach and develop skills in the following areas: *listening, observation, interpersonal communication, critical thinking, accepting decisions, writing, oral expression.*



#### Fearas:

**Enterprise Diaries**, video recorder, television, "**Bí Gnóthach**" video (Cuid A), dictionaries.



#### Gníomhaíochtaí:

**Cárta Oibre 1A.**



#### Comhtháthú:

Language Development; Social, Personal & Health Education; Functional Reading & Writing; Geography.



### Réamhrá:

- Class is divided up into teams of four.
- **Cárta Oibre 1A** is distributed to each team.
- Teams are given time to read through sheets and establish a team leader who will fill in the sheets at the appropriate times.
- The children may not understand the terms “entrepreneur” and “enterprise” at first sight, but reassure them that their meaning will become clear when they watch the video.



### Forbairt:

- **Cuid A** of the video is shown to the children.
- Whenever “**Time Out**” segments flash on the screen, the video should be paused to allow the children time to fill in the appropriate section of **Cárta Oibre 1A**.  
(When the first “**Time Out**” flashes on screen, Cuid 1 is completed on the activity sheet. When the second “Time Out” flashes, Cuid 2 is completed etc.)
- When the video is over and activity sheets have been completed, the teacher should encourage class discussion on key areas explored in **Cuid A** of the video. This may include revising the activity sheets and noting the children’s answers.
  - What does the term “entrepreneur” mean?
  - Tell me what some of the advantages of running your own business are.
  - What about the disadvantages?
  - Can you remember what it takes to run a successful enterprise? etc.
- Encourage children to look up the meaning of key words such as “enterprise”, “entrepreneur”, “marketing”, etc. in their dictionaries.

### Críoch:

- **Enterprise Diaries** are distributed to the class and their function is explained.
- The main points of the video are recorded in **Enterprise Diaries** under the heading “Successful Entrepreneurs”



## Aonad 1: I Am A Success!

### Cuid B: Steps to Success

#### Aidhmeanna:

- 1 To discover the steps which need to be taken in order to set up and run a successful business.
- 2 To show the children that they themselves can be part of a successful enterprise
- 3 To encourage the children to use their skills and talents in starting their own business.
- 4 To motivate the children to get started on the project
- 5 To teach and develop skills in the following areas:  
*critical and creative thinking, listening, observation, literacy, vocabulary development, interpretation of data*



#### Fearas:

**Enterprise Diaries**, video recorder, television, "**Bí Gnóthach**" video (Cuid B).



#### Gníomhaíochtaí:

**Cárta Oibre 1B**



#### Comhtháthú:

Language development; Social, Personal & Health Education; Functional Reading & Writing.





### Réamhrá

- Class is divided up into teams of four.
- **Cárta Oibre 1B** is distributed to each team.
- Teams are given time to read through sheets and establish a team spokesperson to relay final decisions.

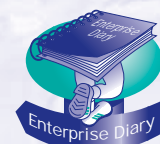


### Forbairt:

- **Cuid B** of the video is shown to the children.
- Whenever **"Time Out"** flashes on the screen, the video should be paused to allow the children time to fill in the appropriate sections of **Cárta Oibre 1B**.  
(At the first **"Time Out"**, steps one to three should be sequenced. At the second **"Time Out"**, steps four to six should be sequenced etc.)
- When the video is over, allow the children time to review their completed activity sheets.
- Encourage exploration of the video and activity sheet through discussion:
  - Do you think that this is a good plan to follow when setting up our class enterprise? Why/Why not?
  - Which of these steps might be the most difficult in starting or running a business? Why?
  - Which steps are essential/optional?
  - Can you suggest other steps/sequences? Why would you consider these to be more suitable?
  - Would you like our class to do a similar project?
  - Do you think the children in the video possessed the characteristics of a good entrepreneur?
  - Do you think the children used their profits wisely?
  - In what other ways might they have used their profits?
- Elicit from the children whether or not there are still some terms explored during **Cuid B**, which they still do not fully understand. Enhance their understanding with the help of the other children in the class.

### Críoch:

- Encourage the children to think about some ideas for a class business.
- The section "My Ideas For Our Class Enterprise" is completed in their Enterprise Diaries.



**Cárta Oibre 1A****Test Your Memory!**

**Cuid 1** Suggest what each enterprise may be when you have seen it on the video.

Enterprise 1: \_\_\_\_\_

Enterprise 2: \_\_\_\_\_

Enterprise 3: \_\_\_\_\_

**Cuid 2** Suggest what each enterprise may be when you have seen it on the video.

Enterprise 4: \_\_\_\_\_

Enterprise 5: \_\_\_\_\_

Enterprise 6: \_\_\_\_\_

**Cuid 3**

**Q.1** According to the entrepreneurs you saw in the video, list three of the factors involved in running a successful enterprise.

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

**Q2.** List three of the risks involved in starting and running your own enterprise.

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_





## Cárta Oibre 1A

### Cuid 4

**Q1.** List three of the advantages of running your own enterprise.

1: \_\_\_\_\_  
\_\_\_\_\_  
2: \_\_\_\_\_  
\_\_\_\_\_  
3: \_\_\_\_\_  
\_\_\_\_\_

**Q2.** List three of the disadvantages of running your own enterprise.

1: \_\_\_\_\_  
\_\_\_\_\_  
2: \_\_\_\_\_  
\_\_\_\_\_  
3: \_\_\_\_\_  
\_\_\_\_\_

### Cuid 5

**(A)** What is meant by the term “direct marketing”?

\_\_\_\_\_  
\_\_\_\_\_

**(B)** What do you think is meant by the term “word of mouth” in advertising?

\_\_\_\_\_  
\_\_\_\_\_

**(C)** How would a website help to advertise an enterprise?

\_\_\_\_\_  
\_\_\_\_\_









## Cárta Oibre 1B

The steps involved in setting up a business are written below but not in order.

Each section of the video will show you three of these steps.

*Whenever the video is paused, write these steps in their correct place.*

**STEP ONE:** \_\_\_\_\_

**STEP TWO:** \_\_\_\_\_

**STEP THREE:** \_\_\_\_\_

**STEP FOUR:** \_\_\_\_\_

**STEP FIVE:** \_\_\_\_\_

**STEP SIX:** \_\_\_\_\_

**STEP SEVEN:** \_\_\_\_\_

**STEP EIGHT:** \_\_\_\_\_

**STEP NINE:** \_\_\_\_\_

**STEP TEN:** \_\_\_\_\_

**STEP ELEVEN:** \_\_\_\_\_

**STEP TWELVE:** \_\_\_\_\_



Buy the materials

List the materials required

Arrange funding

Sell the product

Carry out a market survey

Select possible enterprises

Decide how to use the profits

Use the profits made

Advertise

Choose our class enterprise based on the market survey results

Produce goods for sale

Find out if the business made a profit or loss



## Let's Make a Start!

Choosing a selection of  
possible class enterprises



## Aonad 2: Lets Make a Start

### Aidhmeanna:

1. To decide on possible business ventures for the class.
2. To help the children categorise enterprise e.g. service/craft, etc.
3. To encourage the children to work together as a group.
4. To teach and develop skills in the following areas:  
*written and oral expression, prediction, decision-making, study, entrepreneurial studies.*



### Fearas:

**Enterprise Diaries**, blackboard, **Resource Sheet 2A**.



### Gníomhaíochtaí:

**Cárta Oibre 2A**



### Comhtháthú:

Language development; Maths; Functional Writing.





## Réamhrá:

### Brainstorm

- Teacher puts flashcards from **Resource Sheet 2A** on blackboard with each category of enterprise depicted on them, e.g. service, industry etc. (See resource file)
- Explore each category with the children and elicit examples of each, e.g. service = window-cleaning business.
- Children suggest possible businesses that the class could set up.
- Teacher elicits which category the business falls into, e.g. service, textile etc.
- Teacher writes each suggestion up on the blackboard under its appropriate heading.
- Explain to the children that any form of enterprise which is not considered to be a service enterprise is called a non-service enterprise.



## Forbairt:

### Part One: *Gníomhaíocht*

- Teacher divides class up into teams of five. (Teams will change throughout the project.)
- **Cárta Oibre 2A** is distributed.
- Each team elects a spokesperson to give feedback on results.
- Each team is then assigned a particular business from the "brainstorming" list to apply to the "Suitability Test" on **Carta Oibre 2A**.
- Allow ten minutes to complete the activity.



### Part Two: *Team Report*

- Team spokespersons report on the suitability of their business to a classroom project and give their final score which is recorded by the teacher on the blackboard.
- Discuss the issues raised by the activity through the use of the following questions:
  - 1 Which of these issues are most important when deciding on the suitability of a business? Why?
  - 2 Do you feel that any of these issues are not very relevant? Why?
  - 3 Can you suggest any other factors that should be considered?
  - 4 Is it important that the business be of benefit to the community? Why/Why not?

## Críoch:

Only businesses which achieved a score of five or more in the "Suitability Test" will progress to the "Market Survey" stage.

These businesses are written by the children into their **Enterprise Diaries** under the heading "Businesses We Selected For Our Market Survey".



## Cárta Oibre 2A

## Suitability Test



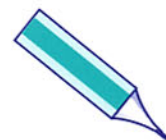
Category of Business: \_\_\_\_\_

Our Business Idea: \_\_\_\_\_

1: Mark each box.



or



2: Write each score in the appropriate box.    ✓ = 1    X = 0

3: Add up your score total.

	✓/X	SCORE
1: Is there enough space in our school to base the business here?	<input type="checkbox"/>	<input type="checkbox"/>
2: Do we have the skills needed to make this product/provide this service?	<input type="checkbox"/>	<input type="checkbox"/>
3: Will this be an interesting business for our class?	<input type="checkbox"/>	<input type="checkbox"/>
4: Can the business make use of the variety of talents in our class?	<input type="checkbox"/>	<input type="checkbox"/>
5: Can the business be environmentally friendly?	<input type="checkbox"/>	<input type="checkbox"/>
6: Is there some equipment in the school which we can use for the business?	<input type="checkbox"/>	<input type="checkbox"/>
7: Are many people likely to be buying our product or using our service?	<input type="checkbox"/>	<input type="checkbox"/>
8: Will this business require very little travel?	<input type="checkbox"/>	<input type="checkbox"/>
9: Will materials be fairly inexpensive?	<input type="checkbox"/>	<input type="checkbox"/>

**Score Total**



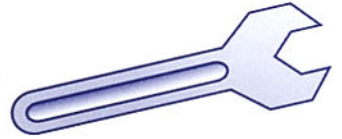
## Resource Sheet 2A



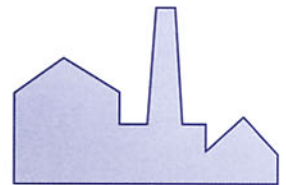
### Flashcards



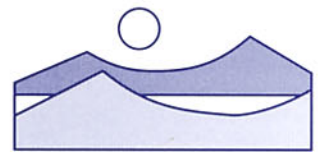
**Service**



**Industry**



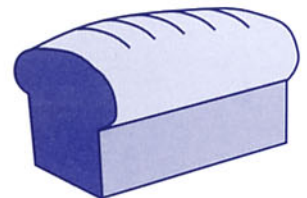
**Tourism**



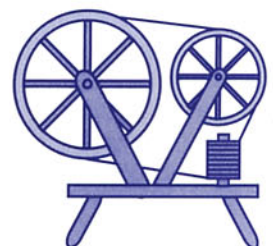
**Fishery & Forestry**



**Food**



**Craft / Textile**







## What's The Best Route?

Preparation for and completion of a market survey. Suitable business venture is decided upon.



## Aonad 3: What's The Best Route?

### Aidhmeanna:

1. To set up the distribution of a market survey.
2. To analyse the results of the survey.
3. To choose a business venture for the class.
4. To give the children experience in dealing with the public.
5. To teach and develop skills in the following areas:  
*Oral communication, interview techniques, collection and organisation of data, engaging in joint planning, decision-making.*



### Fearas:

*Enterprise Diaries*, blackboard.



### Gníomhaíochtaí:

Market Surveys A & B, Checklists A & B



### Comhtháthú:

Language Development; Maths; Handwriting; Social, Personal & Health Education.



### Réamhrá:

- Class is divided up into five teams.

### Forbairt:

#### Part One: *Market Survey Organisation*

- Each team is assigned a particular business to survey from the "Possible Class Business Ventures" agreed on in Unit Two.
- Teacher suggests that each team member conduct three such surveys on adult neighbours, friends, family, etc. or teachers/children from other classes.
- Team Leaders are assigned to collect surveys from their team and organise the analysis of the data collected in the survey.

#### Part Two: *Role-play*

- Each team prepares a role-play.
- One person will be conducting the survey and the children must assign appropriate roles to other members e.g. neighbour, aunt, etc.
- Children are encouraged to behave in a mannerly fashion, etc.
- Encourage discussion afterwards about the different approaches.

### Críoch:

- Remind the children that any form of enterprise which is not considered a service enterprise is called a non-service or production enterprise.
- Briefly elicit from each team whether theirs is a service or non-service enterprise.
- Surveys are distributed accordingly to all children.
- Allow the children time to read through the surveys so queries can be made before they commence their interviews.

### Cur I gCrích

- Teams are encouraged to assess the results of their survey with the help of **Checklist A** or **B**, depending on the category of enterprise to which their assigned business belongs.  
Key question: Is this a good choice of enterprise?
- Each team leader presents their team's assessment of the survey to the class.
- Class then decides on the most suitable business venture.
- Decision is recorded in **Enterprise Diaries** under the section entitled "Our Class Enterprise".



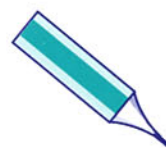
## Market Survey A

Service Enterprise

Business Venture: \_\_\_\_\_

Please answer the following questions:

✓ or ✗



1. How often would you be likely to require this service?

(a) Weekly

☐

(b) Monthly

☐

(c) Less than above

☐

(d) More than above

☐

2. Would you be willing to provide the materials needed for this service?

☐

3. Would you allow schoolchildren to provide this service?

☐

4. How much would you be willing to pay for this service?

(a) €8

☐

(b) €5

☐

(c) €3

☐

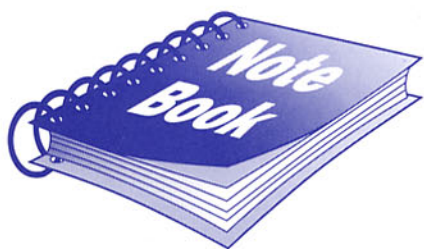
(d) €1

☐

(e) less

☐

(f) more

☐


Thank You!





**Market Survey B****Non - Service Enterprise****Business Venture:** \_\_\_\_\_  
\_\_\_\_\_**Please answer the following questions:****✓ or X*****Assuming the quality of the product:*****1. How much would you be willing to pay per item?**

(a) €8

☐

(b) €5

☐

(c) €3

☐

(d) €1

☐

(e) less

☐

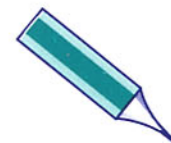
(f) more

☐**2. How many would you be willing to buy?**☐**3. Would you have any particular preference in the choice of this product?**☐**(e.g., flavour, colour, size, type of book etc.)****4. If you answered "yes" to Q.3, please indicate your preference:**  
\_\_\_\_\_***Thank You!***



## Checklist A

## Service Enterprise



Use your team's surveys to answer the following:

1. How many people were surveyed?

☐

2. How many people felt that they would require the service:

(a) Weekly?

☐

(b) Monthly?

☐

(c) Less than above?

☐

(d) More than above?

☐

3. How many people were willing to provide the materials?

☐

4. How many people were happy to allow schoolchildren to provide the service?

☐

5. How many people were willing to pay

(a) €8

☐

(b) €5

☐

(c) €3

☐

(d) €1

☐

(e) less?

☐

(f) more?

☐

**Conclusion:** *Would this business be a good choice?*

☐



## Checklist B

## Non - Service Enterprise

Use your team's surveys to answer the following:



1. How many people were surveyed?

☐

5. How many people were willing to pay the following prices per item?

(a) €8

☐

(b) €5

☐

(c) €3

☐

(d) €1

☐

(e) less

☐

(f) more

☐

3. How many items were people prepared to buy in total?

☐

4. Which particular preferences appeared most frequently?

☐

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

5. Would it be difficult to provide such preferences?

☐

**Conclusion:** *Would this business be a good choice?*

☐





## Let's Do It!

Choosing a name for the class enterprise.  
Motivating the children to do thier best.



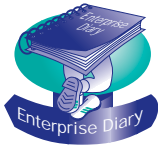
## Aonad 4: Let's Do It!

### Aidhmeanna:

1. To motivate the children throughout the rest of the project
2. To choose a name for the class enterprise
3. To find a focus for the profits of the business, if any profits are made
4. To encourage the children to use the profits wisely.
5. To add a social dimension to the project, by suggesting some local charities which might benefit from the profits.
6. To teach and develop skills in the following areas:  
*Critical thinking, engaging in joint planning, acceptance of responsibility for the community, prediction, motor co-ordination, decision-making, word-processing.*



### Fearas:



**Enterprise Diaries**, blackboard, paints, coloured paper, glue, paintbrushes, scissors.



### Gníomhaíochtaí:

Blank sheets of A3 paper.



### Comhtháthú:

Religion; Social, Personal & Health Education; Art & Craft; I.C.T. Applications.



## Réamhrá:

### Brainstorm:

- Children present ideas to the teacher as to what they could do with profits from the business, if any are made.
- Teacher records their ideas on the blackboard.
- Try to elicit ideas such as the following from the children:
  - Donate to a charity / charities.
  - Buy toys for a children's hospital.
  - Use for a specific need within the school.
  - Recycle the money for future business ventures.
  - A combination of all of these.



## Forbairt:

### Part One: Discussion

- After the brainstorm, discuss all suggestions:
  - What did the children in the video do with their profits?
  - Did you think that was a good idea? Why / Why not?
  - How could we give some money back to the community?
  - Why is it a good idea to do this?
- The whole class, through a democratic procedure of voting or just through general agreement, can then decide on a focus for the profits.



It may be a good idea just before this activity to choose a name for the business. The children could then write it on their posters. Discuss the importance of choosing a name for the business / a brand name for the product. A name could be chosen through discussion, brainstorming, looking through advertisements for ideas etc.



### Part Two: Gníomhaíocht

- This activity is intended to help motivate the children throughout the project.
- Teacher explains to the children that they are going to design posters together, which will show what their new business represents.
- Encourage the children to come up with suggestions e.g.:
  - "We Support Trócaire"
  - "We Recycle"
  - "We Work As A Team"
  - "We Support Our Town / School" etc.
- Encourage children to create a company logo and slogan.
- Class is divided up into groups of four.
- Activity is explained to the children:
  - Each group receives a large sheet of paper.
  - Some groups can paint, some can make a collage, some can use markers / crayons, etc.
  - One group could also design a poster on the computer.

## Críoch:

- Posters are displayed throughout the class / school.
- The section "The Name of Our Enterprise" is completed in *Enterprise Diaries*.



## Stop and Think!

Important elements of business are explored, e.g. customer relations, record-keeping, etc..





## Aonad 5: Stop and Think!

### Aidhmeanna:

1. To help the children understand very important elements of business, e.g. good customer relations, stock taking, keeping financial records, etc.
2. To motivate the children to fulfil their roles to the best of their abilities.
3. To anticipate possible problem areas and discuss them before the business is set up.
4. To teach and develop skills in the following areas:  
*Oral communication, prediction, decision-making, negotiation, interpretation, expression.*



### Fearas:

*Enterprise Diaries*, blackboard, **Resource Sheets 5A, 5B & 5C.**



### Gníomhaíochtaí:

**Cártaí Oibre 5A agus 5B**



### Comhtháthú:

English Reading; Oral Communication and Drama; Social & Personal Development; Maths; Religion; Creative Writing.



### *Réamhrá:*

Teacher reads "Sample Drama Topic" from **Resource Sheet 5A**.

### *Forbairt:*

#### **Part One: Discussion**

- Explore the "Sample Drama Topic" with the help of the following questions:
  - Who are the characters in the story?
  - What message is being portrayed in this story?
  - Why is it important to buy environmentally friendly products for our business?
  - What environmentally friendly products could we buy?
  - In what other ways could our business be environmentally friendly?
  - Encourage ideas of recycling, waste management, etc. here.
  - Would many of the products we need be made in Ireland or locally?
  - Why should this be a consideration?
  - Can you think of a good ending for the story?
  - Could you suggest a better story idea to portray this message?
  - If you were to act out this story, which character would you like to be?
  - Why?
- Elicit from the children how they might present the characters in the story through drama. e.g. How would you show that Conor is lazy? Would you show Mrs. Harteto be cross, kind, helpful, etc.? How?
- Allow various children to take act out briefly how they might portray some of the characters.

#### **Part Two: Drama**

- Class is divided up into four "casts".
- Each cast is assigned a particular topic from **Resource Sheet 5B** to explore through drama. i.e. They will present a drama which highlights specific areas of consideration in business e.g. quality of materials, importance of good advertising, etc.
- Allow enough time for the children to prepare their drama and tell them that it should be no longer than five minutes. Teacher should be available to help where requested.
- Children present their plays to the class.
- Allow some time after each drama for reflection, with the help of the following questions:

**Drama One:** What points were this group trying to highlight?  
How do you think the children behaved?  
Do you think their business would succeed? Why / Why not?  
How important is it to behave in a polite fashion when running a business?  
What did you think of the drama?  
Do you think that the drama successfully portrayed the issue(s) in question?  
How would you have presented the drama? etc.

**Drama Two:** What points were this group trying to highlight?  
Why is it so important to advertise?  
Can you think of other ways to advertise?  
What did you think of the drama?  
Do you think that the drama successfully portrayed the issue(s) in question?  
How would you have presented the drama? etc.

### Forbairt:

**Drama Three:** What points were this group trying to highlight?  
 Why is it so important to produce goods of high quality?  
 How could one make sure that goods of a high standard were being produced?  
 What did you think of the drama?  
 Do you think that the drama successfully portrayed the issue(s) in question?  
 How would you have presented the drama? etc.

**Drama Four:** What points were this group trying to highlight?  
 Why is it so important to keep track of money when running a business?  
 What did you think of the drama?  
 Do you think that the drama successfully portrayed the issue(s) in question?  
 How would you have presented the drama?

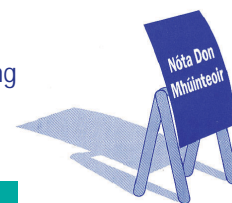
- Teacher makes note on blackboard, of important points raised during discussion.

### Part Three: Scéal / Gníomhaíocht

- “Forgetful Frank” on **Resource Sheet 5C** is read by the class.
- Story is explored through the following questions:
  - What did you think of Frank?
  - Do you know anyone who is as forgetful as Frank?
  - Do you think Ms. Hanley was right to ask him to leave? Why / Why not?
  - Why did Frank have to close his shop?
  - Why is it so important to keep track of materials?  
 (Introduce the term “stock-taking” here.)
  - Why would you need to keep track of your money?
  - Can you think of ways to do that?  
 (Introduce the idea of keeping financial records here.)
  - Why was it important for Frank to pay the credit union on time?
- Teacher explains **Cárta Oibre 5A** and distributes one copy to each child.

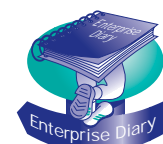


**Cárta Oibre 5B** might be more suitable for children who experience reading or writing difficulties.



### Críoch:

- Children complete the section “Take Note!” in their **Enterprise Diaries**. Here they record the key points of the lesson.
- Encourage the children to bring in some local newspapers and newsletters for the next unit.







## Cárta Oibre 5A

Ainm: \_\_\_\_\_

Dáta: \_\_\_\_\_

**Read the story of Forgetful Frank.***Answer the following questions.***Q.1:** Did you enjoy the story? Why / Why not?

---

---

---

**Q.2:** List three ways in which the story appears to be humorous.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Q.3:** Look up the meaning of these sample words (from the story) in your dictionary.

1. **Devastated:** \_\_\_\_\_
2. **Equally:** \_\_\_\_\_
3. **Unfortunately:** \_\_\_\_\_
4. **Repayment:** \_\_\_\_\_

**Q.4:** Think of a new name for the story and write it below.

---







## Cárta Oibre 5A

**Q.5:** Do you like the ending of the story? Why / Why not?

---

---

---

---

---

---

---

**Q.6:** Frank gets a new job working as a waiter in a busy restaurant. In your copy, write a story about his first day at work. Remember to make it as humorous as possible.





## Cárta Oibre 5B

Ainm: \_\_\_\_\_

Dáta: \_\_\_\_\_

**Read the story of Forgetful Frank.***Answer the following questions.*

Q.1: Did you think that "Forgetful Frank" was a funny story?

\_\_\_\_\_

Q.2: Draw a picture of the funniest part of the story.

Q.3: Write a new name for the story.

\_\_\_\_\_

Q.4: Frank gets a new job working in a restaurant. Draw a picture of a funny thing that happened on his first day at work. Write a few lines telling what happened.

\_\_\_\_\_

\_\_\_\_\_





### *Sample Drama Topic*

Mrs. Harte's class have decided to set up their own business making and selling jewellery boxes. She asks some of the children in her class to be responsible for buying the materials needed to make the boxes. (e.g. wood, glue and paint)

**Mrs. Harte asks the children to be careful to remember the following things when buying the materials:**

- *Are they environmentally friendly?*
- *Are they of good quality?*
- *Are they expensive?*

Conor, Emma and Ronan are quite lazy and don't feel like shopping around to find the most suitable materials. As a result, when the boxes are made they fall apart instantly.







*Cut out each topic and distribute one to each "cast".*



**Topic One:**

It is important to behave in a polite fashion when dealing with customers or clients.



**Topic Two:**

It is important to advertise when setting up and running a business. One way to advertise would be to put up posters around the school / town. However, one must be sure to get permission before putting up the posters.



**Topic Three:**

It is important when running a business to produce goods of a high standard of quality.



**Topic Four:**

It is important when running a business to keep track of how much money is spent and received.





## Story Sheet

# Forgetful Frank!

Frank was very forgetful. He never remembered where he had left his umbrella and so he got wet in the rain very often. He always forgot where he had parked his car and so had to walk to work in the morning. This meant that he was very often late for work and his boss Ms. Hanley got very fed up with this. She was also tired of Frank forgetting important things, like writing letters to clients or returning phone calls he had missed. Ms. Hanley got so fed up one day that she had to ask him to leave the company. "I'm sorry Frank", she said, "but you've had too many chances. I'm going to have to let you go!"

Frank was devastated! What was he to do now? But Frank did have one very special talent. He was very good at making furniture. One day, his friend had a great idea. "Frank, why don't you start up your own business making furniture?" he said. "You're very talented and I know you'd be very good to your customers." Frank thought this was a fantastic idea! He had some money which he had saved with the credit union, whenever his mother reminded him to do so. The people from the credit union were happy to lend him the extra money he needed to get started.

"Frank's Furniture" started to do very well at first. People were very happy with the furniture they bought and were equally delighted with Frank, who was always very helpful and friendly.

Unfortunately Frank ran into a few problems. Sometimes he forgot to deliver the furniture or lost the note with details of customers' addresses. He always forgot to check when he needed some new materials like wood or nails, and never remembered to keep track of how much money he spent or received. At times he even forgot to pay the credit union when his loan repayment was due.

Slowly but surely "Frank's Furniture" started to lose customers. After a while, Frank had to close down altogether. Poor Frank! Not only had his forgetfulness cost him his job but now it had cost him his own business too. The day he closed the door of his shop for the last time, he made a decision to try to remember important things in future. But guess what happened.

**HE FORGOT!!!**



## Write To Succeed!

Possible sources of finance are explored, e.g. banks, credit unions, etc. Letters are written requesting finance from possible funders

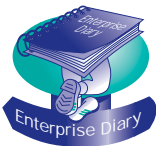




## Aonad 6: Write to Succeed!

### Aidhmeanna:

1. To set up funding for the class enterprise.
2. To introduce the children to various financial institutions and their operations.
3. To establish why it may be a good idea to seek sponsorship for the class enterprise.
4. To decide on potential sponsors and seek their sponsorship in the form of printed advertisements.
5. To teach and develop skills in the following areas:  
*Interpersonal relations, handwriting, negotiation, word-processing, respecting the opinions of others, critical thinking, oral & written communication.*



### Fearas:

*Enterprise Diaries, Overhead 6A & 6B, Resource Sheet 6A, local newsletter / paper..*



### Gníomhaíochtaí:

*Cártaí Oibre 6A agus 6B*



### Comhtháthú:

Social, Personal & Health Education, Art & Craft, Handwriting, Functional Writing, History, I.C.T. Applications .



**Réamhrá:**

- Class is divided up into pairs and each pair selects a spokesperson.
- Teacher explains the activity and **Cárta Oibre 6 A** is distributed.

**Forbairt:****Part One: Cárta Oibre 6A**

- Each pair of children solve their puzzle and the correct solution is established
- Teacher writes the solution i.e. 'Financial Institution' on the blackboard.
- Elicit the meaning of the term from the children. i.e. "Places where one can save or borrow money."
- Encourage the children to give some examples of financial institutions in the area e.g. credit union, bank, building society, post office etc.
- Discuss some of the services they offer.
- Find out if any of the children have family working in the bank, credit union etc.
- Elicit the idea of illegal money lenders and why it is best to avoid them.

**Discuss the following:**

Why would a person who is setting up a business need to visit a financial institution?

Would a bank give money to just anyone?

What do you think they would require before they lent money to someone?

- (Introduce briefly the idea of savings, good credit history and business proposal at this point.)
- Explore the sample business plan on **Overhead 6A** and its purpose.
- Children could draw up their own business plan.

Teacher may choose here to set up a class history project on the history of the local credit union.

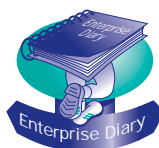
**Part Two: Establishing the need for sponsors**

- Elicit other ways in which finance could be sought, e.g., a sponsored walk.
- Teacher distributes **free** local newspapers, newsletters etc. that the children have collected as requested earlier.
- Discussion follows with the help of the following questions:
  - How much did this paper / newsletter cost?
  - Why would someone decide to give out free newspapers?
  - How do you think the publishers could afford to print the paper?
  - Why are there so many adverts in the paper?
- Elicit the idea of sponsors paying a sum in return for advertising their products:
  - Do you think this would be a good way to raise money for our business?
  - Would it be better than getting a loan? Why?

### Forbairt:

#### Part Three: *Writing to sponsors*

- Teacher displays sample letter to the class. (**Overhead 6B**)
- Class is divided up into groups of four and spokespersons are selected.
- **Cárta Oibre B** is explained and distributed to each group.
- Each group is assigned a particular shop, business etc. found in one of the local papers to write to seeking sponsorship.
- Each group spokesperson reads his/her letter for the class.
- The most suitable letter is chosen by the class and rewritten or typed on the computer.
- A copy of the letter is then sent to each potential sponsor along with a copy of the reply sheet on **Resource Sheet 6A**.



### Críoch:

- Children complete the section "How To Get Started" and "Our Choice" in their **Enterprise Diaries**.

### Cur i gCrích:

The children, in teams of four, may take turns replying to letters from sponsors as they are received, thanking them for their support and showing an example of how their advertisement will eventually appear.



- Those who decide to publish a book or magazine for their project can include a page for advertising their sponsors.
- Others can advertise on posters and display them during the project presentation, or print out leaflets on the computer for distribution.



## Cárta Oibre 6A

## Focail Trína Chéile



Management  
Financial  
Industrial  
Market

Stock  
Entrepreneur  
Interest  
Costs

Investment  
Business  
Order  
Manager

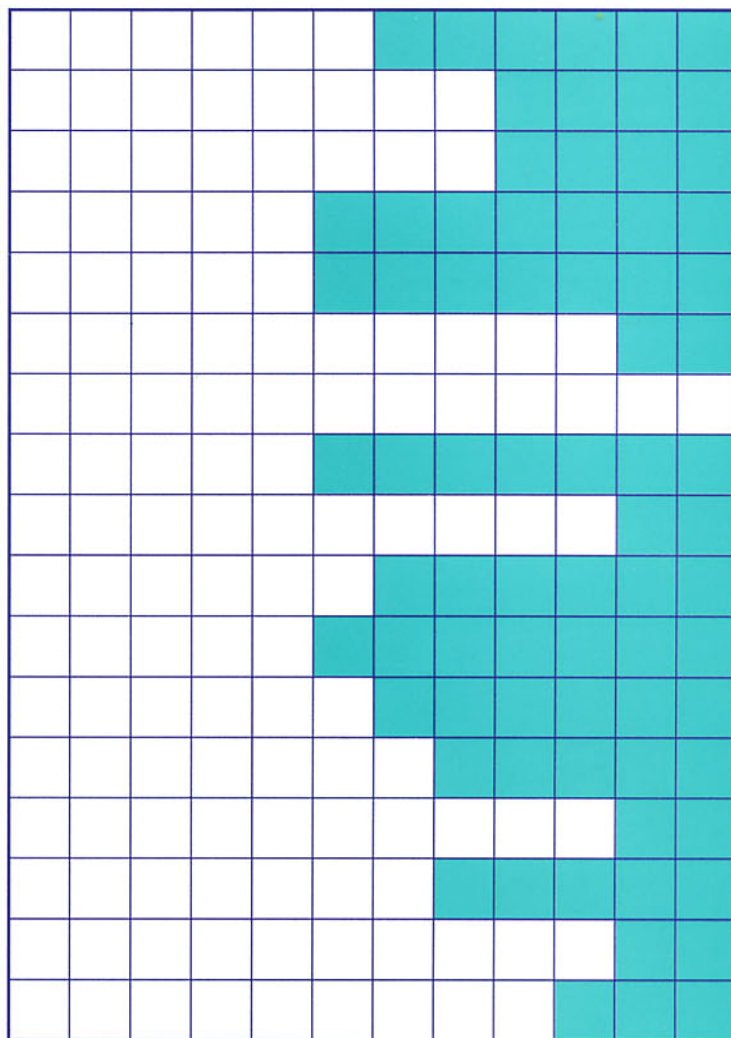
Survey  
Sales  
Profit  
Institution

Materials  
Charity  
Enterprise

1. The words in the bubble are scrambled below.
2. Unscramble these words. (The capital letter is the first letter of each word.)
3. Put each of the unscrambled words in order into the grid.
4. Two words will not fit.

Write these two words onto the lines at the bottom of the page.

1. rotPfi
2. tesIntre
3. uBsesisn
4. cnaFainil
5. drOre
6. aeSls
7. namnMageet
8. ntpnErereeur
9. sCots
10. tprsEnergie
11. uyeSr
12. okStc
13. ateMrk
14. aregMna
15. vstelnmtne
16. aiychrt
17. nurltdsli
18. alsirMtea
19. onnistultti





## Cárta Oibre 6B

Letter To...



Class

Name of school:

Address of school:

Business name:

Business address:

Date:

Dear ,

Yours truly,





**Business Reply Sheet**

I am pleased to sponsor the business undertaken by the children of \_\_\_\_ class  
in \_\_\_\_\_ School.

Enclosed is my cheque for € \_\_\_\_\_ .

***Please list my business as follows:***

**Business Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Phone:** \_\_\_\_\_

**Fax:** \_\_\_\_\_

**e-mail:** \_\_\_\_\_

**http://www.** \_\_\_\_\_

**Business Hours:** \_\_\_\_\_

**Other Information:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## *Sample Business Plan*

Name of enterprise: \_\_\_\_\_

Product/service to be provided: \_\_\_\_\_

**Competitors:**

\_\_\_\_\_  
\_\_\_\_\_

**Sources of finance:**

\_\_\_\_\_  
\_\_\_\_\_

**Aims of the enterprise:**

\_\_\_\_\_  
\_\_\_\_\_

**Forms of advertising selected:**

\_\_\_\_\_  
\_\_\_\_\_

**Target audience:**

\_\_\_\_\_  
\_\_\_\_\_





## *Sample Letter requesting Sponsorship*

**6th Class,  
St. Mark's N.S.,  
Gort Road,  
Ennis,  
Co. Clare.**

Ms. Helen Flannery,  
**Licensed Electrician,**  
14 Ennis Road West,  
Shannon,  
Co. Clare.

22nd January 2005

Dear Ms. Flannery,

The students of our class are producing cookery books. We plan to sell these to our parents, friends, neighbours and other members of the community. Our recent market survey indicates that we will sell at least 100 copies of this book. Proceeds from the sale will be used to buy toys for the children's ward in the local hospital.

We are inviting you to list your business as a sponsor for this project. Sponsors will pay a modest fee of €10.00, which will entitle them to a listing in our book on the sponsor's page. We hope you will join us as a sponsor. Please let us know at your earliest convenience.

Yours truly,

---

**Paul McGlynn**

On behalf of the Cookery Book Project Team





## The Adventure Begins!

The Materials needed for production are bought. Stock and financial record sheets are explained and distributed



## Aonad 7: The Adventure Begins!

### Aidhmeanna:

1. To draw up a formal list of materials required for the business.
2. To reaffirm the importance of good record-keeping.
3. To show the children how to use record sheets correctly.
4. To teach and develop skills in the following areas:  
*recording information, memory, listening, social skills, interpersonal relations, sharing information, accepting opinions, data interpretations, word-processing.*



### Fearas:

Overhead Projector, blackboard, **Overheads 7A, 7B & 7C, Resource Sheets 7A, 7B, & 7C.**



### Gníomhaíochtaí:

**Cártaí Oibre 7A, 7B, 7C agus 7D**



### Comhtháthú:

Social, Personal & Health Education; Language Development; Oral Communication; Maths; I.C.T. Applications.



### Réamhrá:

- Class is divided up into teams of four.
- Each team selects a spokesperson.
- Briefly elicit from the children which steps in setting up their business will require materials to be bought.  
e.g. advertising our business and our sponsors' businesses, production, sales, etc.
- Don't forget practical things like paper clips, envelopes, stamps, etc.!
- Briefly revise the key areas discussed in an earlier lesson about the importance of shopping around, buying Irish products, buying environmentally friendly materials etc.
- **Cárta Oibre 7A** is explained and distributed to the various teams.
- Team spokespersons present their "Shopping Lists" and considerations.



## Forbairt:

### Part One: Discussion

- The “Shopping Lists” and considerations presented by each team’s spokesperson are discussed and one final suitable list is typed up by the children on the computer.
- For insurance purposes, consideration might be given to the teacher purchasing materials. On the other hand, the benefits of pupils engaging in this activity might also be considered.

### Part Two: Record-Keeping

Introduce the idea of record keeping with questions like the following:

- Do you remember Forgetful Frank from our story?
- What important lessons did that story teach us? (Keeping records of money, stock, materials, etc.)
- Can you think of any ways that we could keep track of these things?
- Establish the idea of record-keeping.
- Children can remain in the teams organised at the beginning of the lesson.
- **Cártaí Oibre 7B, 7C agus 7D** are distributed to each team.
- Teacher explains with the help of **Overhead 7A, Examples 1 & 2** how to fill in **Cárta Oibre 7B**.
- Children then work together in their teams to complete the activity.
- Teacher explains with the help of **Overhead 7B, Examples 1 & 2**, how to fill in **Cárta Oibre 7C**.
- Children work together in their teams to complete the activity.
- Teacher explains with the help of **Overhead 7C, Examples 1 & 2**, how to fill in **Cárta Oibre 7D**.
- Children work together in their teams to complete the activity.
- All completed sheets are collected and corrected by teacher or as a whole-class activity with the help of the above overheads.



## Críoch:

Three groups are assigned to keep:

- Cash Records
  - Production Material Records (Goods needed to make the items which will be sold / provide the service.)
  - Stock Records (Completed Product)
- Encourage the children to bring in samples of products sold in shops for the next unit. (e.g. Coffee jars, magazines, butter boxes, etc.)

## Nóta don Mhúinteoir:

- This section allows for great use of the computer, whereby record sheets could be stored on disc and transactions could be added accordingly. It may be important to hold a back-up copy of all record sheet entries.
- Alternatively, **Resource Sheets 7A, 7B, & 7C** are provided for use as record sheet master copies.



## Cárta Oibre 7A

## Liosta Siopadóireachta



Write a list of the things you may need for your business.

[illegible]

**NEVER FORGET!**

Write three things one should remember when going shopping.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_





## Cárta Oibre 7B

**Complete these examples with your teacher.**

**Example 1:** On 7-1-2005, McGrath & Family sponsored our business with a cheque for €50

**Example 2:** On 9-1-2005, we paid Carey's Books €20 for books we had bought.

\*We then had €30 left.

Cash Record Sheet				
Date	Details	Cash in	Cash out	Balance
7-1-2005	Sponsorship: McGrath & Family	€50		€50
9-1-2005	Books bought : Carey's Books		€20	€30

**Record the following details in the record sheet above:**

**1:** On 15-1-2005, Lohan Engineers sponsored our business with a cheque for €10

**2:** On 16-1-2005, we received a donation of €25 from O'Callaghan's Electrical.

**3:** On 20-1-2005, we spent €15 on art supplies from Cara Art Supplies.

How much money do we now have?







## Cárta Oibre 7C

**Complete these examples with your teacher.**

**Example 1:** On 5-1-2005, we bought 50 packets of coloured card.

**Example 2:** On 6-1-2005, we used 10 packets of coloured card.

\*We then had 40 packets left.

Production Material Record Sheet				
Item: Coloured Card				
Date	Bought	Used	Balance	
5-1-2005	50		50	
6-1-2005		10	40	

**Record the following details in the record sheet below:**

**1:** On 8-1-2005, we bought 10 pots of glue.

**2:** On 9-1-2005, we used 2 pots.

**3:** On 11-1-2005, we bought 7 pots of glue and used 6.

How many pots of glue do we now have?

Production Material Record Sheet				
Item: <input type="text"/>				
Date	Bought	Used	Balance	





## Cárta Oibre 7D

**Complete these examples with your teacher.**

**Example 1:** On 6-1-2005, we made 50 badges.

**Example 2:** On 7-1-2005, we sold 15 badges.

\*We then had 35 badges left.

Stock Record Sheet			
Item: Badges			
Date	No. Produced	No. Sold	Balance
6-1-2005	50		50
7-1-2005		15	35

**Record the following details in the record sheet below:**

**1:** On 7-1-2005, we made 10 red scarves.

**2:** On 8-1-2005, we sold 2 red scarves.

**3:** On 10-1-2005, we made 7 red scarves and sold 6.

How many red scarves do we now have?

Stock Record Sheet			
Item: <input type="text"/>			
Date	No. Produced	No. Sold	Balance





## Resource Sheet 7A







Item:

\_\_\_\_\_

## Resource Sheet 7B





Item:

## Resource Sheet 7C





**Example 1:** On 7-1-2005, McGrath & Family sponsored our business with a cheque for €50.

**Example 2:** On 9-1-2005, we paid Carey's Books €20 for books we had bought.  
\*We then had €30 left.

[illegible]





**Example 1:** On 5-1-2005, we bought 50 packets of coloured card.

**Example 2:** On 6-1-2005, we used 10 packets of coloured card.

\*We then had 40 packets left.

[illegible]







**Example 1:** On 6-1-2005, we made 50 badges.

**Example 2:** On 7-1-2005, we sold 15 badges.

\*We then had 35 badges left.

[illegible]



## Let's Make Work Work!

- Cuid A:** Establishing prices
- Cuid B:** Advertising
- Cuid C:** Distributing Order Forms And Commencing Production



## Aonad 8: Lets Make Work, Work!

### Cuid A: Establishing Prices

#### Aidhmeanna:

1. To explore the various criteria in question when establishing the price of items to be sold/services to be provided.
2. To decide on a final price for the items being sold/services being provided.
3. To teach and develop skills in the following areas:  
*Decision-making, analysing trends and data, oral expression, oral communication, listening, sharing information, respecting the opinions of others, word processing.*



#### Fearas:

Blackboard, overhead projector, **Overhead 8A**, samples of products sold in shops.



#### Gníomhaíochtaí:

Cárta Oibre 8A



#### Comhtháthú:

Language Development; Maths; Social, Personal & Health Education; I.C.T. Applications..



**Réamhrá:**

- Teacher explains the activity to the children.
- Samples of items for sale in shops, which the children have brought in, are sorted into groups. e.g. all yoghurt cartons go together, all coffee jars go together, etc.
- Class is divided up into teams and each team is assigned a particular set of objects e.g. Team A gets soft drinks etc.

**Forbairt:****Part One: *Cárta Oibre 8A***

- Each team goes through the questions on ***Cárta Oibre 8A*** (using their assigned product as the subject of the activity) and team spokespersons report back to the rest of the class.
- A class discussion begins as follows:
  - Why do you think there is such a difference between prices?
  - Which shops appear to have the most expensive goods – large or small?
  - Why do you think this is so?
  - Are the most expensive goods always the ones of best quality?

**Part Two: *Establishing Prices.***

- Teacher and class together explore the questions on ***Overhead 8A*** with the help of completed market surveys and record sheets.
- This data is then used to establish prices of each item, discounts for bulk buying, etc.

**Críoch:**

- All decisions regarding prices are recorded in the computer under the file title "Price Lists."
- Encourage the children to bring in sample newspapers and magazines for the next lesson.



## Aonad 8: Lets Make Work, Work!

### Cuid B: Advertising

#### Aidhmeanna:

1. To explore the various ways in which a business can be advertised.
2. To establish the most suitable form of advertisement for the class business.
3. To design, create and distribute posters, leaflets, etc. for advertising the business.
4. To introduce the concept of integrity in advertising.
5. To teach and develop skills in the following areas:  
*Creative and lateral thinking, motor co-ordination, listening, analysing data, artistic presentation, observation, word-processing.*



#### Fearas:

Blackboard, selection of newspapers and magazines, art materials.



#### Gníomhaíochtaí:

Cárta Oibre 8B.



#### Comhtháthú:

Functional Reading; Creative Writing; Art & Craft; I.C.T. Applications; Social, Personal & Health Education.



**Réamhrá:****Brainstorm:**

- Children call out examples of the places where advertisements can be found: e.g. newspapers, radio, etc. to the teacher.
- Teacher records all suggestions on the blackboard.

**Forbairt:****Part One: *Cárta Oibre 8B***

- Class is divided up into teams of four and spokespersons are selected by each team.
- Elicit from the children whom their target audience will be, e.g., family, neighbours, children in other classes etc.
- Activity is explained and distributed to the class.
- Through class discussion and the exploration of each group's findings the most suitable forms of advertising for this particular project are established.
- Remind the children that sponsors' businesses must be advertised and encourage suggestions as to how they should be advertised: e.g. leaflets, posters, etc. which may be displayed during project presentation.

**Part Two: *Discussion***

- Explore with the children the concept of integrity in advertising through discussion:
  - Have you or someone you know ever bought something which turned out to be somewhat different than it appeared to be when advertised?
  - Have you or someone you know ever bought something which turned out to be of lower quality than its advertisement suggested?
  - Why do advertising companies sometimes mislead us in this way?
  - Can you suggest any other examples of misleading advertising?
- The children could be encouraged here to look out for forms of misleading advertising throughout the week on newspapers, T.V. etc.
  - Do you think this form of advertising is fair? Why/Why not? Who is responsible for controlling the integrity of advertising? Mention the "Irish Advertising Standards Authority" and elicit their role.
- Encourage the children to be as honest as possible when making up their own advertisements.

### Forbairt:

#### Part Three: *Gníomhaíocht*

- Original teams of four may remain for this activity.
- Each team looks through a selection of magazines, newspapers, etc., which they themselves have brought in for ideas on how to advertise.
- Each team writes down three things that must be included in the advertisement: e.g. price, items being sold, etc.
- They then write down three examples of areas in which the advertisements could be placed.
- Encourage the children to think of some snappy captions that could be included in their posters, etc.
- Team spokespersons can relay their ideas to the rest of the class and plans for the content of each advertisement can be drawn up and stored on the computer.



#### Part Four: *Designing the Advertisements*

- Children can be grouped according to the role they will play as follows:  
 Making posters, printing leaflets on the computer, typing advertisements to be printed in book ( if this is class project choice), ringing local radio stations and newspapers to find out the cost of advertising / opportunity for free publicity, etc.
- Those groups in charge of sponsor's advertising will need to check records (which were stored in the computer as part of **Aonad 6**), for relevant details which will need to be contained in the advertisement.
- Activity commences.



### Críoch:

- Various teams are allocated places to put up posters, distribute leaflets, etc.
- Remind the children to seek permission and to be courteous at all times.

#### Nóta don Mhúinteoir:

Further lessons on the topic of advertising are available in all levels of the **"Bí Folláin"** programme on Social, Personal and Health Education.





## Aonad 8: Lets Make Work, Work!

### Cuid C: Distribution Order Forms & Commencing Production

#### Aidhmeanna:

1. To establish the approximate number of items required for production through the use of order forms.
2. To begin production of chosen product / to commence chosen service.
3. To maintain the motivation of the children and to revise some of the principles discussed in earlier lessons.
4. To teach and develop skills in the following areas:  
*motor co-ordination, recording and analysing information, acknowledging a responsibility for society, creative thinking, working co-operatively in a group, word processing, sharing equipment and ideas, accepting help and advice, artistic design and creation, effective use of resources.*



#### Fearas:

Art materials and other materials required to make choice of product / provide service.



#### Gníomhaíochtaí:

##### Order Forms



#### Comhtháthú:

Oral Communication; Maths; Social, Personal & Health Education; Art & Craft; I.C.T. Applications (spreadsheets).



### *Order Forms:*

- Elicit from the children the need for taking orders from people.
- Order forms are explained and distributed to the children.
- Explain to the children that it would be for customers to pay when ordering for organisational purposes. Explain also that, in reality, payment would generally be made on receipt of product / service rendered.
- Orders can be taken from parents, neighbours, relatives, children from other classes, etc.
- One order form could be stored in the class computer (use spreadsheets) and each child could type in their orders when they receive them. This would allow for ease of access to information on numbers required for production, colours required, etc. when production is about to commence.

### *Production Begins:*

- Before production commences, remind children of various rules established in earlier lessons:
  - Keeping track of stock, etc., being careful during production so as to produce goods of top quality, treating team members fairly, being kind to the environment, keeping sight of their original goals, being polite to clients in the case of a service enterprise, etc.
- The children may take on different roles during production, depending on their ability and preference.
- Keep track of progress at all stages of production.
- Most of all, enjoy the busy atmosphere and keep the children motivated!







## Cárta Oibre 8A

**Type of product:** \_\_\_\_\_

**No. of samples:** \_\_\_\_\_

**Price of each sample.**

**Name of shop where item was bought.**

---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---

Which shop was the most expensive?

---

Which shop was the least expensive?

---







## Cárta Oibre 8B

### List four examples of advertising

*Write one advantage and one disadvantage for each example.*

#### Example One:

Advantage:

---

---

Disadvantage:

---

---

#### Example Two:

Advantage:

---

---

Disadvantage:

---

---

#### Example Three:

Advantage:

---

---





## Cárta Oibre 8B

Continued...

Disdvantage:

Example Four:

Advantage:

Disadvantage:





## Setting Our Prices

1. *In the market survey, how much were people willing to pay for each item / per service?*
2. *Use your record sheets to check if the materials needed to make the product / provide the service were expensive?*
3. *How much are these items in the local shop?*
4. *Should our prices be more / less expensive than those?*
5. *How much will it cost to make each item / provide the service?*
6. *Will we be spending a lot on our advertising campaign?*
7. *Should we allow a discount for people who buy more than one item/require the service more than once?*





ORDER FORM

Service Business

We would be very grateful if you would pay when making your appointment. Thank you.

Name of Salesperson:

Service Required:



Date	Customer's name	Customer's signature	Price per service	Appointment time & date	Total received
Total:					



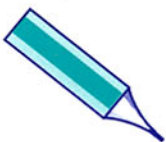
ORDER FORM

Non-Service Business

We would be very grateful if you would pay when making your appointment. Thank you.

Name of Salesperson:

Item for Sale:



Date	Customer's name	Customer's signature	Colour/ Size	Price per item	No. required	Total Received
				Total:		



## Everyone's a Winner!

- Cuid A:** Exploring Concepts of Profit and Loss
- Cuid B:** Establishing Whether The Business Made A Profit Or Loss
- Cuid C:** Analysing the True Success Of The Project
- Cuid D:** Project Evaluation



## Aonad 9: Everyone's A Winner!

### Cuid A: Exploring Concepts Of Profit and Loss

#### Aidhmeanna:

1. To explore the range of resources used throughout the project.
2. To determine a formula for calculating profits.
3. To establish the difference between the income and costs of a business.
4. To explore the 'hidden costs' of a business.
5. To teach and develop skills in the following areas:  
*critical reasoning and prediction, lateral thinking, interpreting data, interpersonal relations, decision making.*



#### Fearas:

- **Enterprise Diaries**, blackboard, dictionaries.



#### Gníomhaíochtaí:

**Cártaí Oibre 9A agus 9B**



#### Comhtháthú

Social, Personal & Health Education; Geography; Language Development; Functional Reading.



**Réamhrá:**

- Teacher writes the word 'resource' on the blackboard.
- Explore possible meanings of the word with the children at first.
- The children could use their dictionaries to find its meaning.
- Establish that a resource can be understood as 'something that helps one to carry out a task'.
- Elicit from the children what their task was throughout this project.

**Forbairt:****Part One: *Brainstorm: 'Our Resources'***

- Children present a range of suggestions to the teacher as to what resources were used in the project.

**Part Two: *Cárta Oibre 9A***

- Children are divided up into teams of four.
- **Cárta Oibre 9A** is explained and distributed to the children.
- The activity is corrected through whole class discussion when completed.
- Explain to the children that the common term used to describe the "other resources" explored in the activity is "capital resources".

**Part Three: *Cárta Oibre 9B***

- Through brief discussion with the class, a formula for establishing profit is reached.  
**Suggestion: Profit = Income - Costs**
- **Cárta Oibre 9B** is explained and distributed to the teams established earlier.

**Críoch:**

- Discuss some of the issues raised in the activity sheet e.g.  
Why are heat & light considered as costs?  
Are there any costs or income that you hadn't thought of before now?  
Why? etc.  
What about time / labour costs?  
Who exactly makes up our labour force?  
How could we estimate the amount of time spent on the project? (**Enterprise Diaries** would help here)  
Would 'Use of school facilities' be considered as 'income' or 'costs'?  
Would there be any confusion about this issue, if our business wasn't in a school and we had to use other facilities? Why?
- Elicit the meaning of the term 'hidden costs'.
- Explore the possible meaning of the term 'capital costs' i.e. equipment, premises etc.
- Main points of the lesson are recorded in **Enterprise Diaries** under the headings 'Resources' and 'Profit'.





## Aonad 9: Everyone's A Winner!

### Cuid B: Establishing whether our Business made a Profit or Loss

#### Aidhmeanna:

1. To calculate the profits / losses of the business.
2. To give the children practice in assimilating and analysing information.
3. To teach and develop skills in the following areas:  
*recording and analysing data, listening, oral communication, calculation, critical thinking, decision making, group relations, word processing.*



#### Fearas:

**Enterprise Diaries**, overhead projector, blackboard, **Overhead 9A**.



#### Gníomhaíochtaí:

Class financial record sheets.



#### Comhtháthú:

Mathematics; Social, Personal & Health Education; Functional Reading; I.C.T. Applications.



#### Réamhrá:

##### A. Dul Siar:

Elicit from the children the formula for profit established in **Aonad 9: Cuid A**.  
i.e. profit = income - costs

##### B. Discussion:

Can you suggest a system for working out our profits?  
How could the records we kept help us to work out our profits?  
Would your enterprise diaries be useful for this purpose?  
Why/Why not?

**Forbairt:**

- Class is divided up into ten teams and a team spokesperson is established.  
Computer print-outs of cash records should be distributed to each team, if the computer has been used to store records. Where a computer is not available, a photocopy of cash records will suffice.
- Each team is responsible for locating (with the help of the record sheets), one of the following totals:

**A. Costs**

**Team 1:** Materials needed to make product / provide service.

**Team 2:** Advertising (posters, etc.)

**Team 3:** Photocopying

**Team 4:** Miscellaneous (discs, bags / boxes for packing, stationery, etc.)

**Team 5:** Postage, phone

**Team 6:** Other

**B. Income**

**Team 7:** Donations

**Team 8:** Sponsor Money

**Team 9:** Sales

**Team 10:** Other

- Team spokespersons relay the information they have obtained and profits are established with the help of **Overhead 9A**.
- This information can then be typed up and stored in the computer.
- If the situation occurs whereby costs are greater than receipts, establish together a term one could use to describe the opposite of "profit", i.e. "loss."

**Críoch:**

- Briefly review with the children the decisions reached in **Aonad 4** concerning profit focus.  
Can you remember any of the hidden costs we spoke about in our last lesson?  
Elicit light & heat, phone calls etc.  
Who is responsible for paying for these resources?  
How could we contribute to these hidden costs? (Share of profits to Board of Management)  
Would we have made a profit if staff had to be paid for their time?  
(A set rate per hour could be agreed upon and the children could work out how many hours they worked with the help of their **Enterprise Diaries**. A fair wage could then be established.)
- Main points of the lesson are recorded in **Enterprise Diaries** under the heading 'Total Profit / Loss Of Our Business.'

## Aonad 9: Everyone's A Winner!

### Cuid C: Analysing The True Success of the Project

#### Aidhmeanna:

1. To review the children's experience of the project.
2. To establish that there are many criteria to be considered when evaluating the success of an enterprise.
3. To enable the children to compile and represent data in the form of a graph.
4. To teach skills in the following areas:  
*critical and lateral thinking, collecting and recording data, representing information in graphical form, word processing, oral expression, self-assessment, personal development.*



#### Fearas:

*Enterprise Diaries*, blackboard, *Overhead 9B*, *Resource Sheet 9A*.



#### Gníomhaíochtaí:

*Cártaí Oibre 9C agus 9D*



#### Comhtháthú:

Mathematics; Oral Communication; Language Development; Religion; Social, Personal & Health Education; I.C.T. Applications; Poetry.



## Réamhrá:

### **Brainstorm:** Benefits of Enterprise Project

- Children present the various positive experiences of the project to the teacher.
- Teacher elicits many experiences including the following: Forming new friendships, using our talents, discovering new talents, helping others, having good fun, caring for the environment, learning new ideas, learning new skills, making a profit.
- Teacher records the children's suggestions on the blackboard.



## Forbairt:

### Part One: **Cárta Oibre 9C**

- Class is divided up into teams of four and a team spokesperson is established.
- **Cárta Oibre 9C** is explained and distributed to the class.
- Team spokespersons relay the results of their team's survey to the rest of the class with the help of the following questions from the teacher:
  - Which experience was most important to your team?
  - Did anyone prefer experiences not included on the sheet (i.e. "other")?
  - Which experience was of least importance to your team?
- Class totals are recorded with the help of **Overhead 9B**.



### Part Two: **Cárta Oibre 9D**

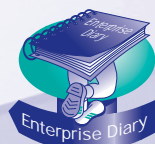
**Cárta Oibre 9D** is explained and distributed to each child. When activity is complete, teacher leads class in discussion with the following questions:

- 1 Overall, which experiences were considered most important?
- 2 Why do you think this is so?
- 3 How do you think we would have felt if we had made a loss financially?
- 4 Would the project still have been a success? Why/ Why not?
- 5 Can you think of a new way to describe the word "profit"?



## Críoch:

- Child / teacher / class together read the poem "The Journey" (**Resource Sheet 9A**)
- Children complete the section "Our True Success" in their **Enterprise Diaries**.



## Aonad 9: Everyone's A Winner!

### Cuid D: Project Evaluation

#### Aidhmeanna:

1. To review and evaluate the project.
2. To draw up an individual business report.
3. To give the children the opportunity to make suggestions for future business ventures.
4. To teach and develop skills in the following areas:  
*critical reasoning, recording information, evaluation, word processing, writing, negotiation, listening, oral and written expression, independent thinking.*



#### Fearas:

Blackboard



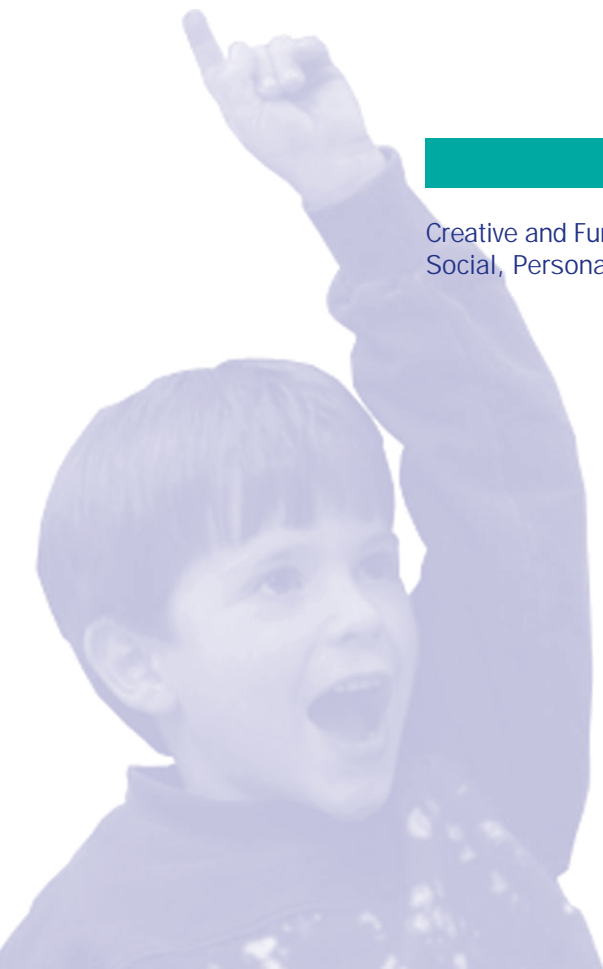
#### Gníomhaíochtaí:

Cártaí Oibre 9E, 9F, 9G agus 9H.



#### Comhtháthú:

Creative and Functional Writing; Oral Communication & Drama; Social, Personal & Health Education; I.C.T. Applications.





**Réamhrá:**

- Class is divided up into teams of four and each team selects a spokesperson.
- **Carta Oibre 9E/9F** (depending on the type of business) is explained and distributed to the teams.
- Encourage the children to discuss each question fully before recording an answer.

**Forbairt:****Part One: Discussion**

- Team spokespersons relay information back to the rest of the class.
- Teacher records main points on the blackboard.
- Allow for whole class discussion:  
What were the environmental costs of the project?  
How could they be reduced?  
Which task was most difficult? Why?  
How could it be made easier? etc.

**Part Two: Business Report**

- As a result of the topics discussed throughout this unit, the children will now be ready to prepare a full business report of their own.
- Teacher explains and distributes **Carta Oibre 9G** to the children and encourages them to be as clear and honest as possible.

**Nóta don Mhúinteoir**

- For children with reading or writing difficulties, **Carta Oibre 9H** may be more appropriate.

**Críoch:****Role-play:**

- The children are grouped in pairs and assigned the following role-play:

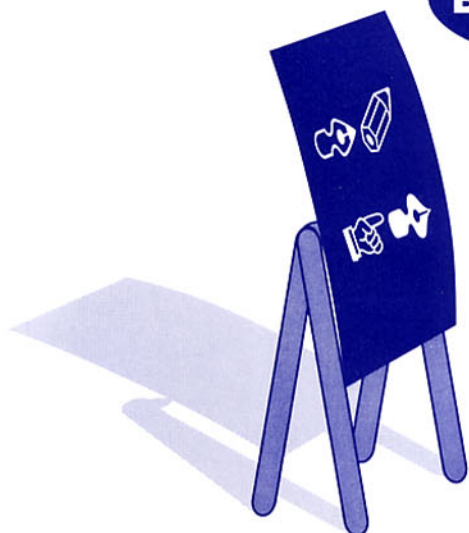
The class are appearing on the "Young Entrepreneurs News" T.V. programme.

One child acts as the interviewer and asks the questions which were written on the business report (**Carta Oibre 9G**).

The other child plays the role of the winner of the programme's "Young Entrepreneur of The Year" award. She/he responds clearly to each question.

**Cárta Oibre 9A***Cuir le Chéile*

**MATCH THE OBJECTS BELOW TO THEIR  
CORRECT CATEGORY OF RESOURCE.**

**Computer****Wool****Video****Water****Wood****Projector****Manners****Ability to fill in record sheets****Natural Resources****Other Resources****Human Resources****Letter-writing skills****Blackboard****Oil****Classroom****Money from sponsors****Ability to make posters**





**Cárta Oibre 9B***Dathaigh***Colour “Income” Blue • Colour “Costs” Red***Materials needed to make product/provide service**Money from sponsors**Light & heat**Staff**Advertising**Photocopying**Use of school facilities**Time / Labour**Discs for the computer**Telephone calls**Money from sales**Art Materials for posters**Donations**Postage & envelopes*





## Cárta Oibre 9C

## Freagair na Ceisteanna

Complete the following survey.

How many people were on your team?

Ceist: ***What was the best part of the project?***

***How many of the team chose the following as the answer?:***

Making new friends	<input type="text"/>
Using my talents	<input type="text"/>
Finding new talents	<input type="text"/>
Working as a team	<input type="text"/>
Having good fun	<input type="text"/>
Caring for the environment	<input type="text"/>
Learning new ideas	<input type="text"/>
Learning new skills	<input type="text"/>
Making decisions on my own and as a group	<input type="text"/>
Following instructions	<input type="text"/>
Making a profit	<input type="text"/>
Other	<input type="text"/>





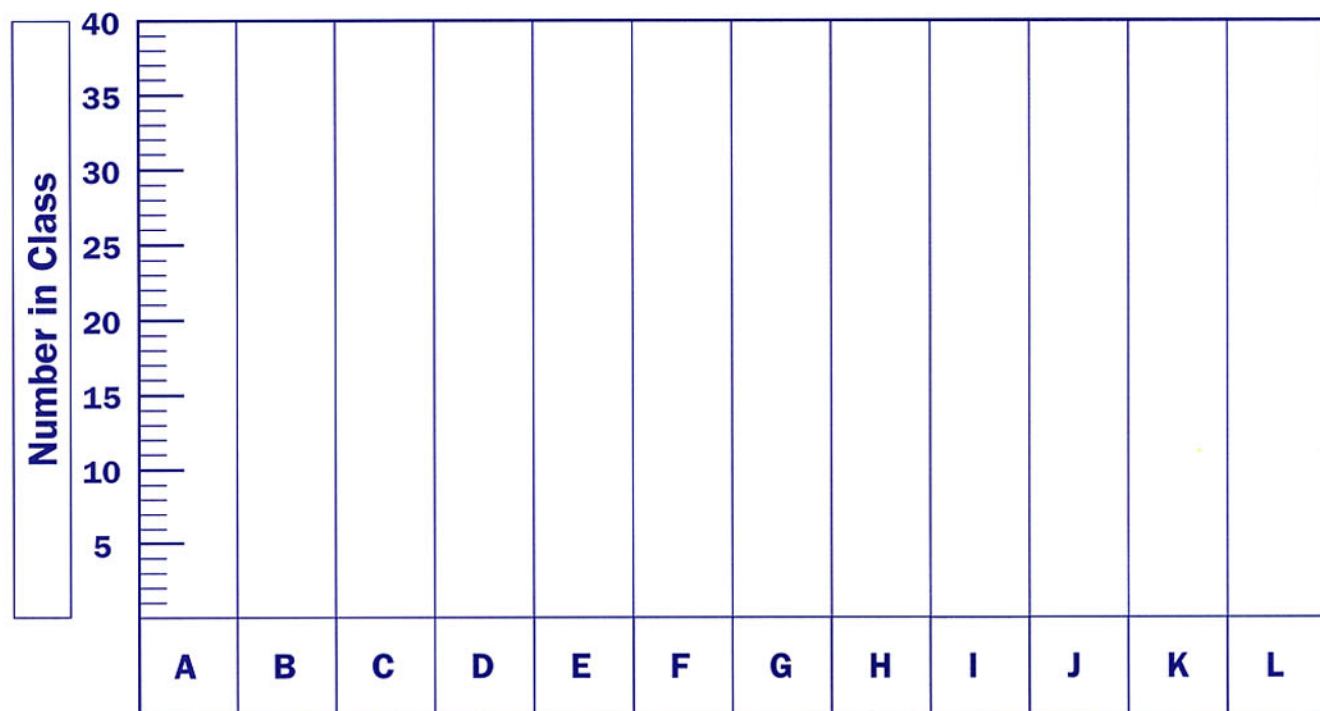


## Cárta Oibre 9D

**Record class totals below**

*Fill in the bar chart or construct a bar chart of your own.*

*How many people in your class chose the following as the best part of the project?:*



### "The Best part of the Project"




- A.** Making new friends
- B.** Using my talents
- C.** Finding new talents
- D.** Working as a team
- E.** Having good fun
- F.** Caring for the environment
- G.** Learning new ideas
- H.** Learning new skills
- I.** Making decisions on my own and as a group
- J.** Following instructions
- K.** Making a profit
- L.** Other



**Cárta Oibre 9E***Non-Service Enterprise*

- **Pléigh na ceisteanna.**
- **Scríobh gach freagra thíos.**

Q.1: Was the choice of product a good one? Why/Why not?

---

---

Q.2: Did it take long to make the product?

---

---

Q.3: Was the product expensive to make?

---

---

Q.4: Was the product popular?

---

---

Q.5: Would you choose this product again? Why/Why not?

---

---

Q.6: What was your favourite part of the project? Why?

---

---

Q.7: What did you like least about the project? Why?

---

---

Q.8: Can you suggest any changes for a future project?

1. 

---

2. 

---

3. 

---





**Cárta Oibre 9F***Service Enterprise*

- **Pléigh na ceisteanna.**
- **Scríobh gach freagra thíos.**

Q.1: Was the choice of service a good one? Why / Why not?

---

---

Q.2: Was the service difficult to organise? Why?

---

---

Q.3: Were the materials needed to provide the service expensive?

---

---

Q.4: Was the service popular?

---

---

Q.5: Would you choose this service again? Why / Why not?

---

---

Q.6: What was your favourite part of the project? Why?

---

---

Q.7: What did you like least about the project? Why?

---

---

Q.8: Can you suggest any changes for a future project?

1. 

---

2. 

---

3. 

---



**Cárta Oibre 9G***Final Business Report***Ainm:****Dáta:****Class Business:****Jobs:***My most challenging task:**My greatest achievement during the project:**My favourite part of the project: Why?**My suggestions for the future:*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



**Cárta Oibre 9H***Final Business Report***Ainm:** \_\_\_\_\_**Dáta:** \_\_\_\_\_**Class Business:** \_\_\_\_\_**Draw pictures showing the following:****Here are four of the jobs I did during the project!****Here's my favourite part of the project!****Here's what I did best!**





# The Journey

I wanted to climb the tallest tree,  
A wondrous sight, I thought I'd see,  
So branch by branch I struggled on,  
Further from the Earth closer to the Sun.

I met a squirrel that chatted away,  
About the adventures he'd had that day,  
A busy bird I stumbled on,  
Taking food to her daughters and son.

Although she was tired, her day was so long,  
She took the time to teach me a song.  
To hear her sweet voice was such a delight,  
It warmed my heart through the day and the night.

Then under a branch, my shelter from the rain,  
I met a clever caterpillar that said "Let's meet again."  
But the higher I went, the more tired I got,  
So I thought to myself "A success I am not."

But as down I came from the branches that day,  
I thought of the friends that I'd met on my way.  
Though I failed to reach the top of the tree,  
It was the journey along that meant most to me.

Did I succeed? The answer is "Yes!"  
I have great new friends and I tried my best.  
So with such great joy I sing out loud,  
"I am a success and I feel so proud!"

---

*Beth Hickey December 1998*







**List of Costs**

- A. Materials needed to make product/provide service € \_\_\_\_\_
- B. Advertising € \_\_\_\_\_
- C. Photocopying € \_\_\_\_\_
- D. Miscellaneous € \_\_\_\_\_
- E. Postage € \_\_\_\_\_
- F. Other € \_\_\_\_\_



**List of Income**

- A. Sponsor money € \_\_\_\_\_
- B. Donations € \_\_\_\_\_
- C. Sales € \_\_\_\_\_
- D. Other € \_\_\_\_\_

Total Costs € \_\_\_\_\_

Total Income € \_\_\_\_\_

Total Income	–	Total Costs	=	Profit
€ <span style="border: 1px solid black; display: inline-block; width: 100px; height: 40px; vertical-align: middle;"></span>	–	€ <span style="border: 1px solid black; display: inline-block; width: 100px; height: 40px; vertical-align: middle;"></span>	=	€ <span style="border: 1px solid black; display: inline-block; width: 100px; height: 40px; vertical-align: middle;"></span>







## CLASS TOTALS MAY BE RECORDED HERE

How many children are there in your class?

Ceist: ***How many people in your class chose the following as the best part of the project?***

***How many of them chose the following as the answer?:***

Making new friends	<input type="text"/>
Using my talents	<input type="text"/>
Finding new talents	<input type="text"/>
Working as a team	<input type="text"/>
Having good fun	<input type="text"/>
Caring for the environment	<input type="text"/>
Learning new ideas	<input type="text"/>
Learning new skills	<input type="text"/>
Making decisions on my own and as a group	<input type="text"/>
Following instructions	<input type="text"/>
Making a profit	<input type="text"/>
Other	<input type="text"/>





## Global Enterprise

Exploring enterprise in a global context



## Aonad 10: Global Enterprise

### Aidhmeanna:

1. To explore enterprise in a global context.
2. To further explore some of the elements of production in enterprise e.g. location of raw materials, location of market, labour force, distribution of profits.
3. To establish with the children that, as consumers, they play a role in the global enterprise system.
4. To raise the children's awareness of our trade links.
5. To teach and develop skills in the following areas:  
*decision-making, locating and analysing information, map reading, oral communication, listening, sharing information, word processing, accepting responsibility for society, word processing, research.*



### Fearas:

Blackboard, atlases, map of the world, encyclopaedias, samples of food products, **Resource Sheet 10A**



### Gníomhaíochtaí:

**Cártaí Oibre 10A, 10B, 10C, 10D agus 10E**



### Comhtháthú:

Geography; Functional Reading & Writing; Language Development; Maths; Social, Personal & Health Education; I.C.T. Applications; Religion; History; Art & Craft.



### Réamhrá:

**Cárta Oibre 10A** is explained and distributed to each child. (Elicit the meaning of the term 'manufacture'.)

- Explain to the children that the activity is to be completed at home.

**Nóta don Mhúinteoir:** As an alternative, the teacher could bring specific products to school, which s/he would like the children to examine. They could then fill in the survey on **Cárta Oibre 10A** in pairs.



## Forbairt:

Part One: *Cárta Oibre 10B*

- The children would need to have completed *Cárta Oibre 10A* before attempting this activity.
- Class is divided up into pairs and each pair selects a spokesperson.
- *Cárta Oibre 10B* is explained and distributed to the children.
- The children use their atlases to locate the various countries and fill in the activity sheet.
- Discuss the issues raised in *Cártaí Oibre 10A agus 10B* with the help of the following questions:
  - What did you learn from these activities?
  - Did you find any countries which you had never heard of before?
  - What categories of enterprise were explored in the activities, e.g. food, industry, etc.?
  - Why is it necessary to import so many goods? (Suitability of climate, etc.)
  - Could any of these imported goods be produced here?
  - Why do you think this is not happening? etc.
  - (Discuss issues such as, high populations & cheap labourforce in regions such as S.E. Asia & Africa, etc.)
  - Were any of the goods made in Ireland?
  - Can you think of any products which we export to other countries?

Part Two: *Cárta Oibre 10C*

## Nóta don Mhúinteoir

In order to complete this activity, the children can check the labels on products, use an encyclopaedia, research on the Internet, etc.

- Class is divided up into six teams and each team selects a spokesperson.
- Each team is given one of the following products to examine: a jar of coffee, a banana, a bar of chocolate, grapefruit, a box of tea, a packet of peanuts.
- *Cárta Oibre 10C* is explained and distributed to the children.
- Elicit the meaning of the term 'raw materials'.
- Explore the activity when completed, with the help of the following questions:
  - What did you discover about your product?
  - Why are the raw materials found in one country but processed in another? (Discuss issues such as poor infrastructure, lack of education and training, etc. in country of origin and size of market, etc. in Europe.)
  - Establish the advantages involved in exporting the goods in their raw state, due to the increase in the bulk & weight of the product when processed.
- Discuss the fairness of the situation with the children.
- Elicit any possible solutions to the problem, e.g. writing letters, buying "fair trade" products, etc.



## Nóta don Mhúinteoir:

Teachers may wish to contact the Irish Fair Trade Network, 17 Lower Camden Street, Dublin 2, for a list of "fair trade" products currently available.





## Forbairt:

### Part Three: *Cártaí Oibre 10D agus 10E*

- The class is divided up into teams of four and each team selects a spokesperson.
- Teacher explains the activities to the children.
- Terms such as 'wholesaler' and 'retailer', 'development company' may need to be explored first if they have not been explored already in class.



#### Nota don Mhúinteoir:

- *The Banana Development Company is half owned by the government and half by the banana growers associations. The company works to get a good price for the farmers' bananas and buy pesticides, fertiliser, boxes etc. to sell to the farmers. They also offer advice about banana growing and help to arrange insurance.*
- ***Cártaí Oibre 10D & 10E*** are distributed to each team.
- Team spokespersons relay their decisions to the rest of the class.
- Explore the activities with the help of the following questions:
  - Had you ever before considered the number of people involved in bringing goods to you?
  - Would you consider the people mentioned in the activity to be entrepreneurs? Why / Why not?
  - What do you think their work might involve?
  - Would you like any of those jobs? Why/Why not?
- Teacher displays ***Overhead 10A*** which reveals the actual situation and another discussion follows:
  - How did you decide how much each worker received?
  - Are these results different to your predictions?
  - Are you surprised by these results? Why/Why not?
  - Do you think the profits are being distributed fairly? Why/Why not?
  - What do you think profit distribution is based on?
  - Why do you think the growers are willing to work for so little? What can we do to make a difference ?
  - (Elicit the idea of writing a letter to the governments of the countries involved expressing dissatisfaction with the situation; buying 'fair trade' products etc.)

**Forbairt:****Part Four: Class Project**

- At this point a class project could be set up on the subject of global enterprise.
- Various teams could be assigned some of the following tasks:
  - Researching the rights of workers in Irish enterprise.
  - Researching the rights of workers in other specific countries.
  - Researching the history of trade unions in Ireland.
  - Writing letters to various governments, companies and trade unions.
  - Making posters supporting fair trade and fair treatment of workers.
  - Highlighting the location of various forms of global enterprise on a large wall map.
  - Sending letters / e-mails to pen-pals in the countries explored during the unit.

Each team could present their projects at the final presentation covered in **Aonad 11**.

**Críoch:**

Encourage the children to be more aware of the products that they buy and to make an effort to be conscious of the issues raised when setting up any future enterprise.

**Nota don Mhúinteoir:**

Further explorations on the theme of 'Global Enterprise' may be found in the "Team Planet" books.



**Cárta Oibre 10A****Ainm:** \_\_\_\_\_**Dáta:** \_\_\_\_\_

Pick out ten products you find at home, e.g., items of clothing, food, drink, etc.  
Find out the name of the country in which they were manufactured.  
Fill in the survey below for each product.

**Item One:** \_\_\_\_\_**Item Six:** \_\_\_\_\_**Made in:** \_\_\_\_\_**Made in:** \_\_\_\_\_**Item Two:** \_\_\_\_\_**Item Seven:** \_\_\_\_\_**Made in:** \_\_\_\_\_**Made in:** \_\_\_\_\_**Item Three:** \_\_\_\_\_**Item Eight:** \_\_\_\_\_**Made in:** \_\_\_\_\_**Made in:** \_\_\_\_\_**Item Four:** \_\_\_\_\_**Item Nine:** \_\_\_\_\_**Made in:** \_\_\_\_\_**Made in:** \_\_\_\_\_**Item Five:** \_\_\_\_\_**Item Ten:** \_\_\_\_\_**Made in:** \_\_\_\_\_**Made in:** \_\_\_\_\_



**Cárta Oibre 10B**

*Use the survey on Cárta Oibre 10A to complete this activity.*

- **Locate** the country of manufacture of each item in your atlas.
- **Colour** in the country according to the table below.
- More than **one colour** may be used for each country.
- **Each colour** may be used for more than one country.



Item Manufactured	Colour
Fruit	Red
Coffee	Blue
Tea	Yellow
Clothing	Green
Dairy products	Brown
Electronic goods	Purple
Cars	Orange
Toys	Grey





**Cárta Oibre 10C****Freagair na ceisteanna.**

**A.** Name of product:

---

**B.** List the raw materials of the product.

---

**C.** Name the country/countries where these raw materials are to be found and why (e.g. climate).

---

---

---

**D.** Name six countries where the product is sold.

1. 

---

2. 

---

3. 

---

4. 

---

5. 

---

6. 

---

**E.** Name two brands of the product to be found in our shops.

1. 

---

2. 

---

**F.** In what countries are these companies based?

1. 

---

2. 

---

**G.** Locate all the countries you listed above in your atlas.







## Cárta Oibre 10D

### Bananarama

There are lots of different workers involved in bringing bananas for us to eat.

Some of these workers are listed in the banana below.

**List the workers in order in the jobs chart.**

*The first one has been done to help you get started.*

- inspector
- tractor driver
- grower
- shopkeeper
- lorry driver
- market stall holder
- ship's crew
- fork-lift driver
- picker
- box maker
- packer
- planter
- labeller
- sorter
- customer

### Jobs Chart

Order	Worker
1	Planter
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

\*\* From an original idea in the Oxfam publication "Go Bananas".





## Cárta Oibre 10E

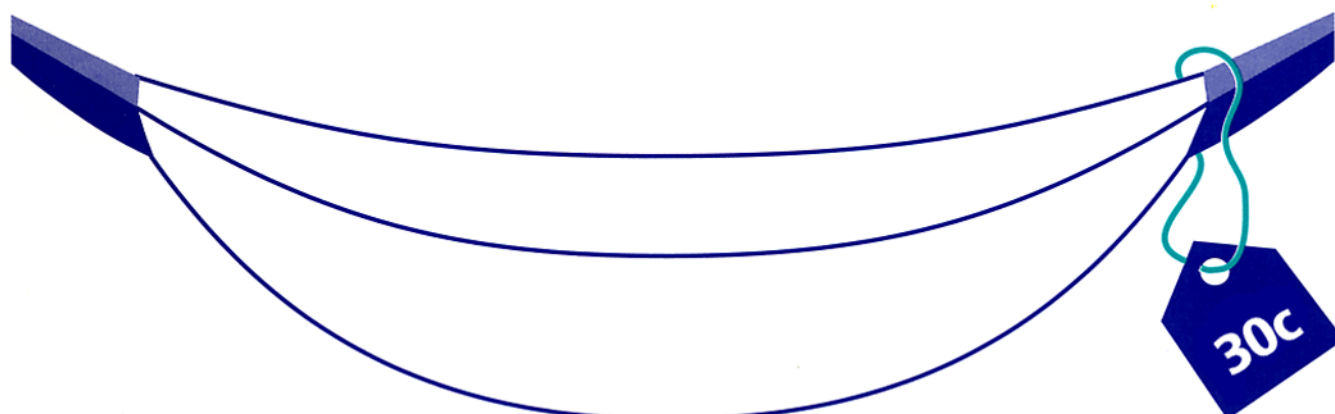
*Bananarama*



**This banana cost 30c.**

Decide in your group how much each of the workers listed below received from the sale of the banana. Section the banana and write the estimated amount in each section. Match the worker to his/her amount.

- Growers
- Banana development company



- Wholesaler
- Retailer

- Shipping, importing & packaging company

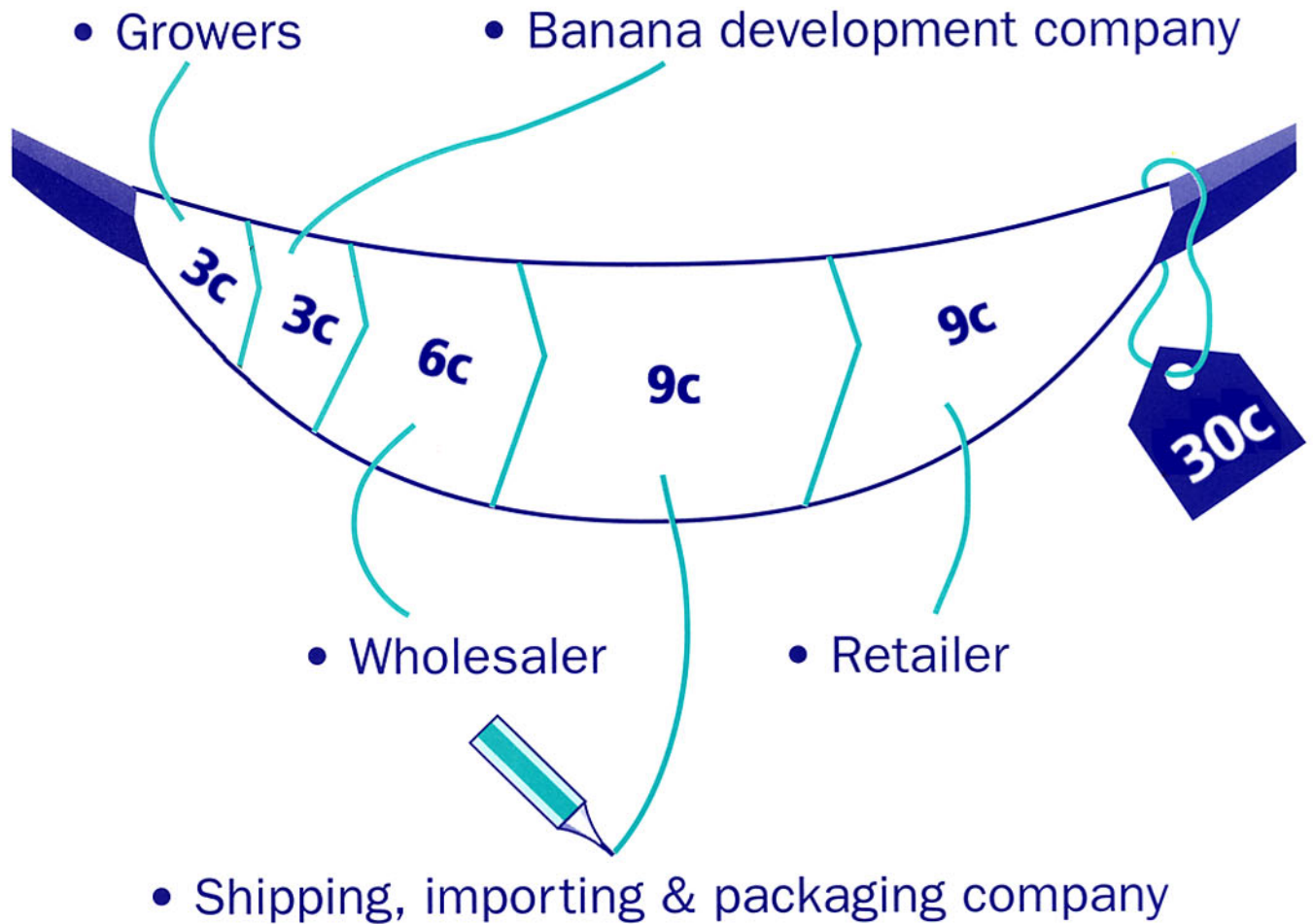


**\*\* From an original idea in the Oxfam publication "Go Bananas".**





*Bananarama*



**\*\* From an original idea in the Oxfam publication "Go Bananas".**



## Let's Take On the World!

Project is presented to the  
school/community at large





## Aonad 11: Lets Take on the World!

### Aidhmeanna:

1. To share the children's accomplishments with the rest of the school or community at large.
2. To enhance the self-esteem of the children by allowing them to formally exhibit their talents.
3. To give the project a cohesive sense and a formal conclusion.
4. To teach and develop skills in the following areas: *design and presentation, motor co-ordination, oral, written and artistic expression, community relations, local and global responsibility, self-development, assertiveness, acknowledging the contributions of others, co-operative activity.*



### Fearas:



Samples of **Enterprise Diaries**, art materials, display boards, microphone, samples of product sold, photographs of the children at work.



### Gníomhaíochtaí:

Large sheets of paper and card for designing posters.



### Comhtháthú:

Oral Communication; Maths; Creative Writing; Social, Personal & Health Education; Art & Craft; I.C.T. Applications.



### **Procedure:**

1. Under teacher's direction, students may prepare a summary of their activities with the help of their business reports.
2. Encourage the students to include a summary of the benefits derived by the school, community etc.
3. The children could use a variety of presentation methods throughout the presentation, including narrative, role-play, posters, photographs, computer print outs, etc.
4. Encourage the children to make their own video about their project and show it at the presentation.
5. The display could include a list of the steps taken throughout the business, samples of the product produced, posters displaying focus of profits, samples of Enterprise Diaries and record sheets.
6. Any projects which were completed as part of the programme could be included in the presentation also.
7. It may be a good idea to display the aims of the class for the next business venture, if it has been decided to set up another business.
8. This would be a good opportunity to acknowledge all those who contributed to the project and to advertise sponsors as promised.
9. Letters of invitation could be written by the children in class and posted / e-mailed.
10. Final letters of thanks to all who contributed could be written and posted / e-mailed also.
11. The children might like to put a report of the project on their school website.



## The World of Work

**Cuid A:** Labeling Business Roles, e.g.:  
“Sales Team”

**Cuid B:** Exploring the World of Work

**Cuid C:** Choosing the job for Me!

**Cuid D:** The Children Apply For A Job

**Appendix A:** Sample Businesses for a Class  
Enterprise

**Appendix B:** Sample letter seeking Parental  
Support

**Appendix C:** Enterprise Diary

**Appendix D:** Certificate of Participation



## Aonad 12: The World of Work

### Cuid A: Labelling Business Roles eg: "Sales Team"

#### Aidhmeanna:

1. To explore and label the various roles played by the children throughout the project.
2. To give the children a greater understanding of the duties of the various personnel involved in enterprise.
3. To teach and develop skills in the following areas:  
*decision-making, working co-operatively, silent expression, critical thinking, listening, sharing and accepting ideas and opinions, interpretation of abstract concepts.*



#### Fearas:

Blackboard, overhead projector, **Overheads 12A & 12B.**



#### Gníomhaíochtaí:

**Cártaí Oibre 12A agus 12B**



#### Comhtháthú:

Language Development; Social, Personal & Health Education;  
English Reading; Oral Communication & Drama.



**Réamhrá:**

- Children call out all the jobs they did throughout the project to the teacher.
- Teacher records all suggestions on the blackboard.

**Forbairt:****Part One: *Cárta Oibre 12A***

- Teacher explains to the children that each of these jobs would be carried out by a specific team in most businesses, e.g. production team etc.
- Go through the list of teams on **Overhead 12A**, as many of these terms may not have been heard by the children before.
- Class is divided up into pairs. Each pair selects a spokesperson.
- Teacher explains and distributes **Cárta Oibre 12A** to the children.
- The activity may be explored by the class together and any questions that the children might have about the various roles may be answered here, with the help of **Overhead 12B**.

**Part Two: *Mime***

- This time the class is divided up into seven groups.
- Each group chooses a particular team and must mime the duties of that team, e.g. sales team.
- **Overhead 12B** will help them to decide what to mime.
- After each mime, the other children write down which team they think is the subject of the mime.
- Only when all groups have completed their mime can their identities be revealed.

**Críoch:****Cárta Oibre 12B:** Word Search

- Children complete **Cárta Oibre 12B** in pairs, which will act as a summary of the lesson.





## Aonad 12: The World of Work

### Cuid B: Exploring the World of Work

#### Aidhmeanna:

1. To give the children the opportunity to further explore enterprise, on a local and national level.
2. To broaden the children's perception of the world of work, by interviewing people in various forms of employment.
3. To compare work-life to school-life.
4. To teach and develop skills in the following areas: *written and oral expression, research, recording information, decision-making, word-processing, self-confidence, interpersonal relations, entrepreneurial studies.*



#### Fearas:

Blackboard, **Resource Sheet 12A**, 'Yellow Pages', local newspaper/newsletter.



#### Gníomhaíochtaí:

**Cártaí Oibre 12C, 12D agus 12E**



#### Comhtháthú:

Language development; Maths; Functional Reading & Writing; I.C.T. Applications; History; Geography; Social, Personal & Health Education; Art & Craft.





## Forbairt

### Nóta don Mhúinteoir:

This section of the programme has been divided up into six parts and each part may take a number of days to complete.

### Part One: *Gníomhaíocht*

#### Brainstorm:

- The children call out examples of employment in their community.
- Teacher records their suggestions on the blackboard.
- Explore some of the jobs suggested with the children:  
Do you know anyone who does this job?  
What does their job involve?  
Do they like their job? Why/Why not?  
Would you like to find out more about these jobs?
- The job survey on **Cárta Oibre 12C** is explained and distributed to the children.
- Encourage the children to conduct the survey on at least three adults, e.g. parents, neighbours, relatives, etc.
- Remind the children to be polite and friendly at all times while conducting the survey.



### Part Two: *Cárta Oibre 12D*

- Elicit from the children other ways in which they could find out about the world of work, e.g. sending questionnaires out to local businesses, inviting various members of the community to visit the school to discuss their jobs, class visits to local businesses, etc.
- Discuss with the children some of the questions they might like to ask these people. Sample questions on **Resource Sheet 12A** may help.
- Class is divided up into teams of four and each team selects a spokesperson.
- **Cárta Oibre 12C** is explained and distributed to each team.
- The children write a list of questions that they would like to include in their questionnaires.
- Each team reports back on their findings and an agreement is reached as to which questions will appear on the final questionnaire.
- These questions may also be asked during class visits to local businesses / places of work and on the arrival of visitors to the school.
- This questionnaire is typed up on the computer and a copy is given to each child.



### Part Three:

- A list is drawn up by the children, which will include a number of local business people, civil servants, trades persons, etc. to take part in the survey. Names and addresses may be located in the 'Yellow Pages', local newspapers/newsletters,
- It is suggested that a wide range of businesses be surveyed to include a balanced viewpoint e.g. urban/rural, large/small, local /national etc.
- Encourage the children, in teams of four, to write sample letters inviting those selected to take part in the survey, by filling in the questionnaire, visiting the school or allowing groups of children to visit them.





**Forbairt:****Part Three: Continued**

- When a suitable letter has been agreed upon by all, it may be typed up and stored in the computer.
- The letter may be posted or e-mailed.
- Various teams may take on the responsibility of handling the replies, e.g.:

**Team One:** Sends out and records results of all questionnaires.

**Team Two:** Arranges appointments for class visitors.

**Team Three:** Arranges the dates and times of visits by the class to the businesses / places of work.

- Interviews may be conducted by a number of teams.
- Encourage each team member to take part in each stage of the interview, i.e. questioning, recording answers and reporting back to the rest of the class.
- Request that each child conducts the survey on at least two adults they know, e.g., parents, neighbours, relatives, etc.

**Part Four: Project Work**

- The children may further explore the world of work, by completing projects in some of the following areas:
  - What is a Co-Op?
  - The history of the co-operative movement in Ireland.
  - Bartering systems throughout the world.
  - Tracing the history of local businesses.
  - Tracing the history of national businesses.
  - The foundation and development of the Irish Enterprise Boards.

**Part Five: Presentation**

- When all the above tasks have been completed and interviews have taken place the children are given the opportunity to present their findings.
- Team presentations may be made to the class, school or community. The local library may be a good location for these presentations.
- The children could also make a presentation on their school website.
- Check out the Bí Gnóthach website at:  
[http://www.cdu.mic.ul.ie/bi\\_gnothach/default.htm](http://www.cdu.mic.ul.ie/bi_gnothach/default.htm)  
for details on how to display your presentation on it.

**Part Six: Cárta Oibre 12D**

- By now the children should have a greater understanding of the world of work and will be able to complete **Cárta Oibre 12D** which compares work-life to school-life.
- Class is divided up into pairs and each pair selects a spokesperson.
- **Cárta Oibre 12D** is explained and distributed.
- Spokespersons report back on the activity when it is completed, to allow for further exploration.



## Aonad 12: The World of Work

### Cuid C: Choosing the Job for Me!

#### Aidhmeanna:

1. To further explore the world of work by examining the skills, talents, etc. necessary for various jobs.
2. To help the children to identify some of their own skills and talents.
3. To allow the children the opportunity to assess their own suitability to various jobs.
4. To teach and develop skills in the following areas: *listening and writing skills, self-assessment and development, self-expression, respecting others, critical and lateral thinking.*



#### Fearas:

Blackboard, sheets of blank paper.



#### Gníomhaíochtaí:

Cárta Oibre 12E



#### Comhtháthú:

Language Development; Social, Personal & Health Education; English Reading; Religion.



#### Réamhrá:

##### Brainstorm:

- Teacher writes the word "Talents" on the blackboard.
- Children call out all the talents which were used throughout the project.
- Teacher records all suggestions on the blackboard.



**Forbairt:****Part One: Discussion**

- Are some talents more important than others?
- Why is every single talent important in its own way?
- Elicit the idea that different roles / jobs need different talents.
- What talents were needed by our class visitors in order to perform their jobs well? etc.

**Part Two: *Cárta Oibre 12E***

- Class is divided up into teams of four. Each team selects a spokesperson.
- Teacher explains and distributes *Cárta Oibre 12E* to the children.
- Each spokesperson gives feedback to the class about their team's choices.
- Teacher records main points on the blackboard.
- Encourage discussion on the subject with questions like the following:
  - Why do you think that a member of the management team needs skills of leadership?
  - Is there any skill which would be needed by all on the sheet?
  - Can you think of any other skills/talents which may be needed to do any of the jobs on the sheet? etc.

**Part Three:**

- Teacher explains to the class that they are going to discover exactly what skills each pupil possesses.
- Class is divided up into teams of six.
- A sheet of paper is distributed to each child.
- Every child writes their own name and one talent that they possess on their piece of paper.
- They then pass the sheet around to every person in their team. Each team member must write down one talent which they feel that child named on the page possesses.
- At the end of the activity, each child will have a list of six of their own individual talents.

**Críoch:**

- The children read through their list of talents and decide on any job that they feel is most suited to them and most enjoyable.
- Encourage the children to bring in newspapers for the next unit.



## Aonad 12: The World of Work!

### Cuid D: The Children Apply for a job

#### Aidhmeanna:

1. To give the children experience in interview techniques and filling in application forms.
2. To provide the children with the opportunity to apply for a job to which they feel most suited.
3. To enhance the self-esteem of the children by acknowledging their strengths and talents.
4. To teach and develop skills in the following areas: *oral and written expression, self-awareness, critical reasoning, dramatic expression and interpretation, co-operating in a group, reviewing data, appreciating others, acknowledging one's own strengths and weaknesses.*



#### Fearas:

Blackboard, sample newspapers, **Resource Sheet 12B.**



#### Gníomhaíochtaí:

**Cárta Oibre 12F**



#### Comhtháthú:

Social, Personal & Health Education; Functional Reading & Writing; Oral Communication & Drama.



#### Réamhrá:

- Class is divided up into teams of four and each team selects a spokesperson.
- Each team has to go through some newspapers in the 'Vacancies' section, to see some of the requirements when applying for a job.
- Teams can give feed-back on their findings through spokespersons.
- Explore terms such as 'application form, C.V. experience'
- Are any particular skills required for certain jobs? etc.
- Are any particular qualifications required for certain jobs?
- How might one get such qualifications? etc.



**Forbairt:****Part One: *Cárta Oibre 12F: Application Forms***

- By now the children will have decided which job they wish to apply for.
- Encourage them to do their best and to be as honest as they can when filling out the application form.
- Explain and distribute the application forms.
- Children experiencing reading or writing difficulties may need individual help or could even apply for the job on an interview basis only.



If it has been decided to set up another class business, this application form could be used to apply for positions on the various teams, e.g. sales team.

**Part Two: *Teacher - in - Role***

- Explore the idea of having an interview:  
Why it is necessary; what it involves; what one should wear and why; how to prepare for an interview, etc.
- Divide the class up into four teams.
- Each team selects a particular job for which they will be applying.
- Teams predict and discuss possible questions which may be asked of them and choose one person to attend the interview.
- Teacher plays the role of the interviewer. (The sample interview questions on **Resource Sheet 12B** may be helpful here.)
- Allow for a discussion at the end of the last interview with the following questions:  
What did you think of those interviews?  
Would you be willing to hire those candidates?  
Why/Why not?  
Are there any other questions you would have asked?  
How would you judge whether or not someone was suitable for a job from the interview?  
How could someone present him / herself well at an interview?  
In what other ways could you assess someone's suitability to a job?
- \*\* If it has been decided to set up another class business, the teacher could also hold formal interviews for positions on the various teams, e.g. sales team, if s/he chooses to do so.

**Críoch:**

- Application forms are collected and teacher reminds the children that they may not get the jobs for which they have applied, simply because their talents are more suited to another job.



## Cárta Oibre 12A

*Líon na Bearnaí*

**Fill in the blank spaces.**

Choose from the words in the briefcase below.



- 1 I prepare and carry out the market surveys. I find sponsors for our business and organise advertising.  
**I'm on the \_\_\_\_\_ team.**
- 2 I make sure that all the materials bought and items produced/services provided are of top quality.  
**I'm on the \_\_\_\_\_ team.**
- 3 I organise the sale of items.  
**I'm on the \_\_\_\_\_ team.**
- 4 I manage all areas of the project and make sure that things are going well.  
**I'm on the \_\_\_\_\_ team.**
- 5 I keep records of all money spent and received, bills to be paid etc.  
**I'm on the \_\_\_\_\_ team.**
- 6 I am responsible for the final production of products.  
**I'm on the \_\_\_\_\_ team.**
- 7 I am responsible for hiring staff and dealing with staff problems.  
**I'm on the \_\_\_\_\_ team.**







## Cárta Oibre 12B

## Focail Trína Chéile

quality

sale

responsible

money

personnel

marketing

team

**Fill in the missing words from the bubble.** These words are hidden in the puzzle below. Circle each word as you find it. Can you find any other words in the puzzle?

The \_\_\_\_\_ team prepares and carries out the market survey.

The sales team organises the \_\_\_\_\_ of all items.

The management \_\_\_\_\_ manages all areas of the project.

The quality control team makes sure that all items produced are of top \_\_\_\_\_

The \_\_\_\_\_ team is responsible for hiring staff and handling any staff problems.

The finance team keeps records of all \_\_\_\_\_ spent and received.

The production team is \_\_\_\_\_ for the final production of products.

e	c	r	g	z	i	n	o	r	p	l
p	r	e	s	e	n	t	s	f	s	e
a	g	s	b	j	e	r	h	r	a	n
c	d	p	n	o	k	u	e	t	w	n
k	h	o	o	h	s	a	l	e	m	o
i	f	n	y	i	c	d	f	a	o	s
n	o	s	e	h	m	q	b	m	n	r
g	n	i	t	e	k	r	a	m	e	e
c	m	b	q	u	a	l	i	t	y	p
a	x	l	r	p	b	l	m	t	x	a
l	j	e	a	s	k	c	v	v	q	w

quality

sale

responsible

money

personnel

marketing

team



**Cárta Oibre 12C**

Your class have decided to send out a **questionnaire** to local business people and people involved in other areas of employment, asking questions about their jobs.

*Write six of the questions you would like to be included in the questionnaire.*

**Ceist 1:** \_\_\_\_\_

**Ceist 2:** \_\_\_\_\_

**Ceist 3:** \_\_\_\_\_

**Ceist 4:** \_\_\_\_\_

**Ceist 5:** \_\_\_\_\_

**Ceist 6:** \_\_\_\_\_





## Cárta Oibre 12D

Choose one of the jobs you explored during your class project, e.g. **carpenter**.  
*Freagair na ceisteanna.*

Job: \_\_\_\_\_

List four of the ways in which having this job  
 would be different to being a pupil in school.

1. \_\_\_\_\_  
 \_\_\_\_\_
2. \_\_\_\_\_  
 \_\_\_\_\_
3. \_\_\_\_\_  
 \_\_\_\_\_
4. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_





## Cárta Oibre 12E

**Match the skill/talents on the left to the job which requires them on the right.**

Each job can be matched to more than one skill/talent  
and each skill/talent can be matched to more than one job.

## SKILLS/TALENTS

- 1 Has the ability to get on well with others
- 2 Is good at solving problems
- 3 Likes dealing with the public
- 4 Is very patient
- 5 Is very creative
- 6 Likes working with figures
- 7 Is good at writing letters
- 8 Likes working with animals
- 9 Works well under pressure
- 10 Is very good on the computer
- 11 Has great leadership skills
- 12 Cares about the environment
- 13 Likes working outdoors
- 14 Is good at recording information
- 15 Is willing to take a risk in order to help others
- 16 Enjoys travelling for work
- 17 Loves thinking of new ideas
- 18 Can guide others without being bossy
- 19 Is a good judge of character
- 20 Is good at following instructions



## JOB

- Member of a management team
- Farmer
- Member of a finance team
- Nurse
- Member of a marketing team
- Carpenter
- Member of a production team
- Teacher
- Member of a sales team
- Fire-fighter
- Member of a quality control team
- Builder
- Member of a personnel team
- Truck driver
- Shopkeeper
- Mechanic









## Cárta Oibre 12F



### Job Application Form

**Ainm:** \_\_\_\_\_

**Dáta Breithe:** \_\_\_\_\_

*I wish to apply for the position of:* \_\_\_\_\_

**Experience:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Why I think I should be given this job?**

*(List your talents, skills, experience etc.)*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Siniú:** \_\_\_\_\_





Listed below are some of the questions that the children may wish to include in their questionnaire, which will help them to explore the world of work.

### ***A: Entrepreneurs***

- Q.1:** What goods / service does your business provide?
- Q.2:** Why did you decide to set up this business?
- Q.3:** Who are your main customers?
- Q.4:** In what year did you set up your business?
- Q.5:** Where did you get the capital to set up your business?
- Q.6:** What risks did you take?
- Q.7:** What factors did you consider when choosing a location for your business?
- Q.8:** What hours do you have to work?
- Q.9:** What do you like most about your job?
- Q.10:** What do you like least about your job?
- Q.11:** Do you need any special skills / talents to run this business?
- Q.12:** Who are your main competitors?
- Q.13:** What forms of advertising and marketing did you choose for your business?
- Q.14:** How many employees do you have?
- Q.15:** How do you select your employees?
- Q.16:** If you were starting again, what would you do differently?





Listed below are some of the questions that the children may wish to include in their questionnaire, which will help them to explore the world of work.

### ***B: Other Jobs***

- Q.1:** What job do you do?
- Q.2:** When did you start this job?
- Q.3:** Why did you choose this job?
- Q.4:** What does your job involve?
- Q.5:** What hours do you keep?
- Q.6:** What is your favourite part of the job?
- Q.7:** What do you like least about this job?
- Q.8:** What skills do you need to do your job?
- Q.9:** If you had the chance again, would you have chosen another job?
- Q.10:** What job would you have chosen and why?
- Q.11:** What training is required for this job?
- Q.12:** Are there any other forms of training available?
- Q.13:** Do you have many people working with you?
- Q.14:** Do you enjoy working with other people? Why / Why not?





### *Sample Interview Questions*

1. **Tell me a little about yourself.**
2. **What are your hobbies?**
3. **Do you enjoy school?**
4. **Why do you want this job?**
5. **How do you feel about the hours?**
6. **Do you like to read books?**
7. **Who is your favourite author?**
8. **Tell me about your family.**
9. **What skills / talents do you think you need for this job?**
10. **Why should I choose you for this job?**
11. **Do you have any questions you would like to ask?**







## Enterprise Staff







## Enterprise Staff

### • **Management Team** •

Manages all areas of the project.

### • **Finance Team** •

Keeps records of all money spent and received, bills to be paid, etc.

### • **Marketing Team** •

Prepares and carries out the market survey, organises sponsorship and arranges all advertising.

### • **Production Team** •

Responsible for the final production of the product being sold.

### • **Sales Team** •

Organises the sale of items.

### • **Quality Control Team** •

Makes sure that all items produced or services provided are of top quality.

### • **Personnel Team** •

Responsible for hiring staff and dealing with any staff problems.



# Appendix A





## *Possible Business for Class Enterprise*

### **A Non-Service Businesses**

- *Recipe book*
- *Community newsletter*
- *Book on local history*
- *School magazine*
- *Personal stationery and calendars*
- *St. Patrick's day badges*
- *Sport supporter headbands*
- *Friendship bracelets*
- *Easter chickens*
- *Christmas cards*
- *Market gardening*
- *Cakes and biscuits*
- *Jewellery boxes*
- *Picture frames*
- *Hats and scarves*

### **B. Service Businesses**

*Window cleaning*

*Car washing*

*Gardening*

*House cleaning*

*Dog-walking*

*Shopping*







# Appendix B

Appendix B





## *Sample Letter Seeking Parental Support*

Date: \_\_\_\_\_

**Dear Parent / Guardian,**

During the next few weeks your child will be engaged in an exciting project which will include learning about work, employment and how a business is established. I would be grateful if you could talk with your child about this project and give your support where out-of-class activities are involved.

Our students will be conducting business and market surveys to help them learn how to plan and manage a successful enterprise. They will also be selling a product developed and produced by themselves.

The profits of this venture will be used to improve the learning environment here at school. Throughout this project, your child will be asked to participate in some activities such as interviews and product distribution which may require your help.

We hope you will be interested and excited about this venture and that you are able to help make it a success.

If you have any questions about the project's plans or its goals, please contact me at your convenience.

Mise le meas,

\_\_\_\_\_

(Teacher's name)

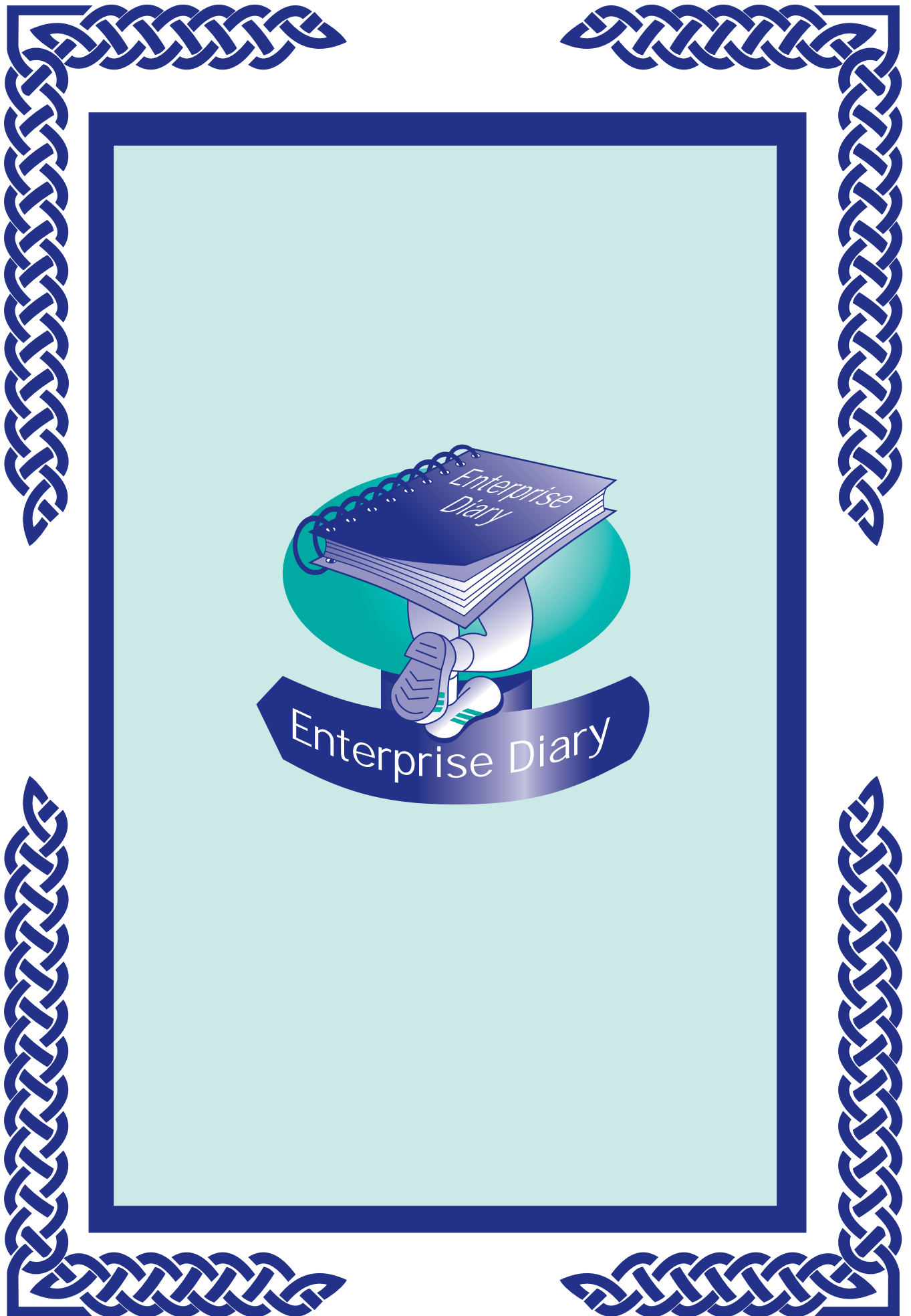


# Appendix C

Appendix C











Date	Job	Time Spent on Job	Comment**

\*\*\*In the "comment" section write whether or not you enjoyed doing the job/what you learned from the job/what you would do differently next time, etc.



## Successful Entrepreneurs

**Dáta:** \_\_\_\_\_

*Write six things that you learned from the video about being an entrepreneur.*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

## My Ideas For Our Class Enterprise

**Dáta:** \_\_\_\_\_

*Write six suggestions for a suitable business for your class.*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_





## Businesses We Selected For Our Market Survey

**Dáta:** \_\_\_\_\_

*Write down four businesses which were selected by your class for the market survey.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Our Class Enterprise

**Dáta:** \_\_\_\_\_

Our class business will be: \_\_\_\_\_

This business was chosen because:

---

---

## The Name of the Enterprise

**Dáta:** \_\_\_\_\_

What name has your class chosen for this enterprise?

---

Our slogan is:

---

Draw your company logo.



## Take Note!

Dáta: \_\_\_\_\_

*Write down six important things one should remember when setting up and running a business.*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

## How To Get Started

Dáta: \_\_\_\_\_

*Write down four things one needs before setting up a business.*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_







## Our Choice

Dáta: \_\_\_\_\_

*What type of funding will be used by your business and why?*

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Resources

**Dáta:** \_\_\_\_\_

Write down six of the resources that will be used by your business.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



## Profit

Dáta: \_\_\_\_\_

Write down a formula for working out the profit of a business.

---

---

## Total Profit / Loss of our business

Dáta: \_\_\_\_\_

List three sources of income for your business.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List four of the costs of your business.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

What was the total profit / loss of your business?

---

---





# Appendix D

Appendix D







# *Certificate of Participation*

This is to certify that

---

has successfully completed the

\_\_\_\_\_ School

***Bí Gnóthach***

 **Enterprise Education**  
IN IRISH PRIMARY SCHOOLS

**Project**

*Congratulations!*



