

Planning using Learning Outcomes

Using local contexts in planning for teaching, assessment and learning in Junior Cycle Business Studies

'Achieving learning outcomes should be planned in a way that is active, stimulating and genuinely responds to students' real-life experience.'

Business Studies Specification Pg. 11





The Business Studies Specification encourages us to use our own local context to make the learning relevant for our students. Using learning experience that are relevant to our students lives also supports the core principles of formative assessment that is that the learning should start from where the student is at and in a context they can relate to in order to develop their knowledge and understanding.

The focus of this resource is to demonstrate how you can make learning outcomes relevant in a local context and we have chosen to focus in this instance on learning outcome 2.1 to demonstrate this and set out how two Business Studies teachers chose to approach this from their own context. - Identify different types of financial, cultural and social enterprise and appreciate the role each plays in society

Below you will find a resource created by our associate teachers that uses learning outcome 2.1 as its focus. Firstly we will look a little closer at learning outcome 2.1.

2.1 - **Identify** different types of financial, cultural and social **enterprise** and **appreciate** the role each plays in society

The definitions of action verbs and business terms and from the glossaries are as follows:

Identify: recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature

Appreciate: recognise the meaning of, have a practical understanding of

Enterprise: The ability of a person, acting independently or with others, to creatively generate and build ideas, to identify opportunities for innovation and turn them into practical and targeted actions.

Remember, Learning Outcomes are statements that describe the knowledge, understanding, skills and values that students should be able to demonstrate after a period of learning. This is how one Business Studies department unpacked learning





Knowledge & Understanding

Different types of enterprises (financial, cultural & social)

Concept of enterprise – arising from glossary

Conduct an audit to identify local financial, cultural & social enterprises and the role they play locally, nationally and possibly internationally

Gathering, recording and evaluating information

conducting an audit

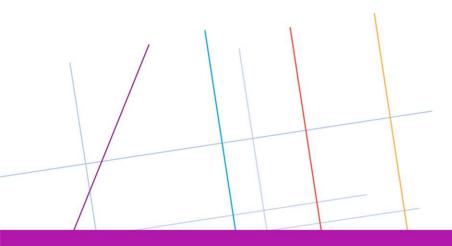
classification of enterprises

Skills

Appreciating the contribution of different types of enterprises

Values

Having unpacked our learning outcome, we now plan for our teaching, assessment and learning. Since the learning outcomes are statements detailing the learning that students should be able to demonstrate, we therefore need firstly to consider how we will assess the learning (what students could say, make, write or do) and then plan our teaching and learning experiences to support this.







Learning Outcome in focus

2.1 - **Identify** different types of financial, cultural and social **enterprise** and **appreciate** the role each plays in society

Key Concepts:

- Concept of enterprise arising from glossary
- Different types of enterprises (financial, cultural & social)
- Conduct an audit to identify local financial, cultural & social enterprises and the role they play locally, nationally and possibly internationally

Learning Intentions:

- To understand what is meant by enterprise and be able to identify different types of enterprises
- To be able to explain the role of these enterprises from their own local context

Learning Experiences:

- A prior knowledge white board activity around the concept of enterprise –
 further class discussion and pair work to further develop the concept.
 Recording of feedback and shaping of information by the teacher to
 achieve a shared understanding of the concept.
- 2. Using their understanding of enterprise, through a think, pair share or a brainstorm activity to generate examples of local enterprises teacher then shaping this information to introduce the categories of Financial, Cultural & Social seeking further ideas based on further understanding and providing examples where gaps exist.
- 3. Class discussion, pair & share work around the role and contribution of chosen enterprises, feedback and recording of information

Task:

Complete an audit of your local community (defined by the geographical area covered within the class) identifying the Financial, Cultural and Social enterprises and highlighting the role and contribution of each. This is to be completed in a group (2-3 people) and the group will present their audit to the class.





Success Criteria:

- We have identified at least 6 local enterprises with at least two examples from each category
- We have discussed at least 3 ways each in which these organisations contribute at a local, national or perhaps international level
- We have presented our work using an appropriate presentation method of my choice

The coggle mindmaps attached are only to illustrate how financial, cultural and social organisations can differ depending on your local context and are not student task exemplars.



Financial

coggle

made for free at coggle.it

Local Gaelic Football club providing for sporting pastimes in the local area

Getting to know people further afield through competitions and can join clubs all over Ireland or

Adds greatly to community spirit and local facilities through the building of a multi purpose Gymnasium with full size basketball court

Local Sea Scouting group providing training and personal development for young people

Promotes leadership abilities in young people and adult leaders

Adds to community spirit and the spirit of cooperation

Social



a Gaeltachta

Using local resources to employ local staff

Selling the shellfish abroad and making more profit with more customers

Giving local ideas on how to use local resources for a business idea

Local Enterprise

Providing music lessons at reasonable rates all across Connemara in all types of instruments

Providing Employment for Music teachers

Helping to preserve and promote the Irish Language and Culture Ar Gaelacadamh

Cultural

High Quality Cosmetics using local resources, being sold at home and abroad

ABALONE ABALONE

Employment for cosmetic manufacturing as well as the seaweed farmers

Good quality image associated with the area, use of the Irish Language

Provides an Irish Language Radio Service for Gaeltacht Communities

Can be accessed through the Player all over the world, for the Irish community abroad RTÉ RAIDIO

Promotes culture and tradition



coggle made for free at coggle.it

AIB Tallaght Provides banking services

Provides Employment Sponsors local activities





Citywest Hotel Provides Jobs Provides Hotel Leisure and **Golfing Facilities** Conference and Event Centre

Financial Enterprise Fledgling Early Years and Education Centre

Provides early year child places **Provides Jobs** Supports parents

Social **Enterprise**



Tallaght Leisure Centre

Provides Fitness and Recreation Activities

Provides informationa and support around health and fitness **Provides Jobs**

Luas **Provides Transport** Provides Jobs Partnership with local school though operator Transdev

Financial, Cultural and Social **Enterprises** in our area



Fettercairn Youth Horse Project Provides Riding Lessons Accredited Training Courses Facilitates research in the area of Equine Assisted Learning

Cultural Enterprise

RUA

Rua Red Provides Cultural Facilities Runs Arts events Provides Jobs



Civic Theatre Stages Music Art Dance Opera and **Comedy Performances** TenderFoot Youth Arts Programme apprenticeship in theatre for young people

Provides Jobs in Bar and Restaurant

GAA

Hurling &Football teams for underage and adult grades Promotion of Gaelic Culture and heritage through sport music dance and Irish language Provides a focal point for bringing the community together