



SAMPLE COURSE OUTLINE

**BUSINESS MANAGEMENT AND ENTERPRISE
PRELIMINARY UNIT 1 AND UNIT 2**

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Sample course outline

Business Management and Enterprise – Preliminary

Unit 1 and Unit 2

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

Unit 1 (notional timeframe only – may take up to whole year)

This unit focuses on exploring a product or service. It addresses reasons for being in business and factors that contribute to the successful provision of products and services. Students investigate ideas for a product or service and create a product or service suitable for an intended market.

Week	Key teaching points	Content
1	<p>Introduction to the unit, task requirements, presentation of evidence for assessment, assessment outline, use of visual diary and calendar noting when tasks are due.</p> <p>Teach needs versus wants. View a suitable video, YouTube or PowerPoint to illustrate the differences.</p> <p>Brainstorm things used every day and categorise into needs and wants. Explore reasons why businesses exist.</p>	<p>Knowledge and understandings</p> <p>Awareness of the impact of customs when creating and marketing a product or service</p> <p>Reasons for business to exist</p> <p>The concept that the business has customers</p> <p>The difference between product and service</p>
2–4	<p>Identify goods versus services. View a suitable video, YouTube or PowerPoint to illustrate the differences. Explore a variety of familiar goods and services:</p> <ul style="list-style-type: none"> • identify businesses • identify the product • identify customers for a variety of business • identify whether businesses provide goods or services. <p>Introduce Task 1 prior to community access visit.</p> <p>Collect evidence of 10 businesses in the local community and create a table identifying:</p> <ul style="list-style-type: none"> • the business • goods and/or services offered • needs and/or want • target customers. <p>Community access visit: identify businesses/goods/services seen in the student's immediate community. Take photos, make list, checklists.</p> <p>Task 1 due Week 4</p>	<p>Ideas for a product or service</p> <p>Awareness of the need to determine the suitability of a product or service for intended market</p> <p>Awareness of the need to determine the characteristics of customers</p> <p>Awareness of the need to determine customer requirements</p> <p>Attributes of an efficient worker</p> <p>Key words associated with exploring a product or service</p> <p>Skills</p> <p>Recognises potential customers and their characteristics</p> <p>Recognises customer requirements</p> <p>Follows classroom rules when exploring a product or providing a service</p> <p>Demonstrates attributes of an efficient worker</p> <p>Uses business vocabulary</p>

Week	Key teaching points	Content
5–6	<p>Explore the concept of fundraising for charity. Brainstorm familiar charities. Discuss how the money raised could be used. Explore the differences between business and charity.</p> <p>Task 2 due Week 6</p> <p>T-Chart: sort a selection of money-making groups into business or charity.</p>	<p>Knowledge and understandings</p> <p>Reasons for business to exist</p> <p>The concept that the business has customers</p> <p>The concept of being in business to make money (profit)</p> <p>The concept of not-for-profit businesses</p> <p>Attributes of an efficient worker</p> <p>Key words associated with exploring a product or service</p> <p>Skills</p> <p>Follows classroom rules when exploring a product or providing a service</p> <p>Demonstrates attributes of an efficient worker</p> <p>Uses business vocabulary</p>
7–9	<p>Explore and experience a variety of different customs. Invite guest speakers to school to present their businesses or events and engage students in a new experience. Identify each student’s unique customs and provide the opportunity to share their customs with the group. Provide real life experiences; for example, Easter activity, birthday activity, streamers for sports carnival, t-shirt design.</p> <p>Make a product or a service to match a purpose or event. Identify the target customer.</p> <p>Task 3 due Week 9</p> <ul style="list-style-type: none"> • Evidence of new cultural activities that the student has experienced over Weeks 7–9. • Evidence of a product or service that the student has participated in creating; for example, birthday cake, Easter card, streamers. 	<p>Knowledge and understandings</p> <p>Awareness of the impact of customs when creating and marketing a product or service</p> <p>The concept that the business has customers</p> <p>Events or customs that can create a business opportunity</p> <p>The difference between product and service</p> <p>Ideas for a product or service</p> <p>Awareness of the need to determine the suitability of a product or service for intended market</p> <p>Awareness of the need to determine the characteristics of customers</p> <p>Attributes of an efficient worker</p> <p>Key words associated with exploring a product or service</p> <p>Skills</p> <p>Investigates ideas for a product or service to suit a business opportunity</p> <p>Lists tasks that need to be completed to create a product or provide a service</p> <p>Selects materials or resources required to create a product or provide a service</p> <p>Recognises their own strengths that will be valuable to the team</p> <p>Follows classroom rules when exploring a product or providing a service</p> <p>Demonstrates attributes of an efficient worker</p> <p>Uses business vocabulary</p>

Week	Key teaching points	Content
10–12	<p>Teach the concept of a customer. Support students to look at themselves as a potential customer by identifying themselves as a boy or girl, teenager, student or other identification term. Match these characteristics to the products and services they use. Identify if each product or service is satisfying a need or want.</p> <p>Explore a variety of basic needs people have. Students match products or services to cater for each need; for example:</p> <ul style="list-style-type: none"> • showering: soap, shampoo, towels, water, energy • washing the dishes: dish cloth, detergent, tea towel, dishwasher, electricity. <p>Look at a customer’s characteristics; for example, gender, age, religion, pets, hobbies. Brainstorm in small groups relevant goods and services customers might need or want.</p> <p>Students show if they like or dislike a variety of products and services. Discuss their reasons.</p> <p>Task 4 due Week 12</p> <p>Students choose one of the following tasks:</p> <ul style="list-style-type: none"> • display the products and services they use in a way that shows they are satisfying a need or want OR • find a picture of a person and show a variety of goods and services that they might buy. Identify if the goods or services are satisfying a need or want. 	<p>Knowledge and understandings</p> <p>Reasons for business to exist</p> <p>The concept that the business has customers</p> <p>The difference between product and service</p> <p>Ideas for a product or service</p> <p>Awareness of the need to determine the suitability of a product or service for intended market</p> <p>Awareness of the need to determine the characteristics of customers</p> <p>Attributes of an efficient worker</p> <p>Key words associated with exploring a product or service</p> <p>Skills</p> <p>Determines if product is suitable for the intended market</p> <p>Recognises potential customers and their characteristics</p> <p>Recognises customer requirements</p> <p>Follows classroom rules when exploring a product or providing a service</p> <p>Demonstrates attributes of an efficient worker</p> <p>Uses business vocabulary</p>
13–14	<p>Class or group discussions: identify events that the school community engages in throughout the year. Identify goods or services that might suit the event.</p> <p>Students will use staff or student surveys to determine a suitable product or service for an upcoming event; for example:</p> <ul style="list-style-type: none"> • Easter checklist: chocolates, gift cards, hot cross buns • weekly soup making for staff: favourite soup choices, ingredients, boiling water, serving dishes. <p>Voting opportunities to choose best product or service for intended market or event.</p> <p>Task 5 due Week 14</p>	<p>Knowledge and understandings</p> <p>Awareness of the impact of customs when creating and marketing a product or service</p> <p>Reasons for businesses to exist</p> <p>The concept that the business has customers</p> <p>Events or customs that can create a business opportunity</p> <p>The difference between a product and a service</p> <p>Awareness of the need to determine the characteristics of customers</p> <p>Awareness of the need to determine customer requirements</p> <p>Attributes of an efficient worker</p> <p>Key words associated with exploring a product or service</p>

Week	Key teaching points	Content
		<p>Skills</p> <p>Investigates ideas for a product or service to suit a business opportunity</p> <p>Uses a decision-making tool to decide on a suitable product or service to create</p> <p>Determines if product is suitable for the intended market</p> <p>Recognises potential customers and their characteristics</p> <p>Recognises customer requirements</p> <p>Follows classroom rules when exploring a product or providing a service</p> <p>Demonstrates attributes of an efficient worker</p> <p>Uses business vocabulary</p>
15	<p>Brainstorm the attributes of an efficient worker. Identify positive and negative attributes to determine an efficient worker.</p> <p>Self-reflect on own work attributes by exploring their weekly work experience journal/checklists/self-reflection sheets.</p> <p>Self-awareness activities.</p> <p>Group activity: Follow a procedure to complete a craft or cooking activity for an occasion. Include tasks to complete, materials required and given roles to contribute to the completion of the activity. Complete a variety of these activities to practise these skills.</p> <p>Task 6 due Week 15</p> <ul style="list-style-type: none"> • Student shows evidence of how they participated in the production of a product. They must identify what they did well and what they could improve on. To show participation in a team, identify jobs other students completed. • Teacher checklist of student attributes: daily class engagement in the unit. 	<p>Knowledge and understandings</p> <p>Awareness of the impact of customs when creating and marketing a product or service</p> <p>The concept that the business has customers</p> <p>The concept of being in business to make money (profit)</p> <p>The concept of not-for-profit businesses</p> <p>Events or customs that can create a business opportunity</p> <p>The difference between a product and a service</p> <p>Ideas for a product or service</p> <p>Awareness of the need to determine the characteristics of customers</p> <p>Awareness of the need to determine customer requirements</p> <p>Attributes of an efficient worker</p> <p>Key words associated with exploring a product or service</p> <p>Skills</p> <p>Investigates ideas for a product or service to suit a business opportunity</p> <p>Lists tasks that need to be completed to create a product or provide a service</p> <p>Selects materials or resources required to create a product or provide a service</p> <p>Recognises potential customers and their characteristics</p> <p>Recognises customer requirements</p> <p>Recognises their own strengths that will be valuable to the team</p> <p>Follows classroom rules when exploring a product or providing a service</p> <p>Demonstrates attributes of an efficient worker</p> <p>Uses business vocabulary</p>

Unit 2 (notional timeframe only – may take up to whole year)

This unit focuses on creating a product or trialling the provision of a service. It addresses business processes for creating a product or trialling the provision of a service, and introduces students to processes and documentation for purchasing and ordering.

Week	Key teaching points	Content
1	<p>Introduction to the unit, task requirements, presentation of evidence for assessment, assessment outline, use of visual diary and calendar noting when tasks are due.</p> <p>Re-visit business terminology: needs and wants, goods and services, customers, consumers. Brainstorm the topic 'Everything I have used or consumed today'; that is, needed, used, eaten, drank, transported etc. Identify and sort into goods and/or services, and needs and/or wants. Make a link to the concept 'We are all consumers'.</p>	<p>Knowledge and understandings</p> <p>The concept of recycling of resources</p> <p>Attributes of an efficient worker when creating a product or trialling the provision of a service</p> <p>Teamwork skills when creating a product or trialling the provision of a service</p> <p>Skills</p> <p>Uses recycled materials</p> <p>Follows classroom rules when creating a product or trialling the provision of a service</p>
2–3	<p>Introduce the concept of recycling. View a suitable video, YouTube or PowerPoint to illustrate the key concepts. Discuss the key points of recycling: reduce, reuse, recycle, recover and disposal. Complete a classroom waste audit:</p> <ul style="list-style-type: none"> • sort into needs and wants • sort into organic, glass, plastic, paper and cardboard. <p>Determine why it is good for a business to recycle its resources.</p> <p>Task 1 due Week 3</p> <p>Evidence of waste audit participation: photos, video and completion of table to show sorting of waste into:</p> <ul style="list-style-type: none"> • needs and wants • sort into organic, glass, plastic, paper and cardboard • identify which can be recycled. <p>Give two reasons why businesses should recycle materials where possible.</p>	<p>Demonstrates the attributes of an efficient worker when creating a product or trialling the provision of a service</p>
4–8	<p>Introduce Task 2 prior to beginning this part of the unit.</p> <p>Choose a format to survey part of the school community relating to needs, wants, goods and services.</p> <p>SUGGESTION: Conduct staff or student surveys to determine a suitable product or service for an upcoming event; for example:</p> <ul style="list-style-type: none"> • Halloween checklist: costumes, props, basket for kids to collect treats • weekly lunches for staff: favourite choice of fillings, ingredients, boiling water, serving dishes, special needs. 	<p>Knowledge and understandings</p> <p>Ways to gather market information at school</p> <p>The concept that businesses use documents and proformas</p> <p>Attributes of an efficient worker when creating a product or trialling the provision of a service</p> <p>Key words associated with creating a product or trialling the provision of a service</p>

Week	Key teaching points	Content
	<p>Look at ways to gather information. Brainstorm topics that students could survey within the school environment. Students carry out selected surveys to practise the skill:</p> <ul style="list-style-type: none"> classroom surveys school surveys parent surveys. <p>Use a variety of survey formats depending on the abilities of the students: checklists, school website, email, school newsletters, voting slips.</p> <p>Teacher to check each student's completed survey prior to Week 9 in preparation for student presentation.</p>	<p>Skills</p> <p>Uses the following documents and proformas:</p> <ul style="list-style-type: none"> email order form <p>Gathers market information</p> <p>Follows classroom rules when creating a product or trialling the provision of a service</p> <p>Demonstrates the attributes of an efficient worker when creating a product or trialling the provision of a service</p> <p>Demonstrates team work skills when creating a product or trialling the provision of a service</p> <p>Uses business vocabulary</p>
9	<p>Task 2 due Week 9</p> <p>Students will:</p> <ul style="list-style-type: none"> show evidence of completed survey and understanding of information gathered complete student presentations of their surveys. <p>Class discussion on survey results. Class voting and selection of business product or services to be marketed. Select business name. Brainstorm ways to advertise or promote the product or service.</p>	
10–12	<p>Introduce Task 3 prior to beginning this part of the unit.</p> <p>Students will start a business plan identifying: materials required; where the materials were bought; cost of each of the materials; overall cost; record of receipts and identify materials that can be reused.</p> <p>Identify materials needed to produce the product or service. Introduce the need to consider the costs when creating a product or providing a service. Investigate the cost of production using the internet, shopping catalogues, newspapers. Shopping excursion to practise:</p> <ul style="list-style-type: none"> where to buy the materials how to identify the materials needed how to identify the price of each of the materials how to identify overall cost of shopping. <p>Activities to practise-reading shopping docketts. Identify materials that can be recycled, if any.</p> <p>Task 3 due Week 12</p>	<p>Knowledge and understandings</p> <p>The concept of recycling of resources</p> <p>The need to consider costs when creating a product or providing a service</p> <p>Attributes of an efficient worker when creating a product or trialling the provision of a service</p> <p>Teamwork skills when creating a product or trialling the provision of a service</p> <p>Key words associated with creating a product or trialling the provision of a service</p> <p>Skills</p> <p>Recognises materials needed to create the product or service</p> <p>Calculates the costs of making a product or providing a service</p> <p>Uses recycled materials</p> <p>Follows classroom rules when creating a product or trialling the provision of a service</p> <p>Demonstrates the attributes of an efficient worker when creating a product or trialling the provision of a service</p>

Week	Key teaching points	Content
		<p>Demonstrates team work skills when creating a product or trialling the provision of a service</p> <p>Uses business vocabulary</p>
13	<p>Activities to help students determine the selling price. Explicitly teach the concept of profit with activities to support.</p> <p>Teach students the following business procedures:</p> <ul style="list-style-type: none"> • taking orders • placing orders • delivering orders. <p>Create scenarios where students can practise these business procedures.</p> <p>Task 4 due Week 13</p> <p>Students will:</p> <ul style="list-style-type: none"> • design a poster that will advertise the product or service (include all relevant information) – to be displayed or emailed • design an order form for customers to complete • email order form to target customers. 	<p>Knowledge and understandings</p> <p>Ways to gather market information at school</p> <p>The need to consider costs when creating a product or providing a service</p> <p>The concept that businesses follow procedures</p> <p>The concept that businesses use documents and proformas</p> <p>Attributes of an efficient worker when creating a product or trialling the provision of a service</p> <p>Key words associated with creating a product or trialling the provision of a service</p> <p>Skills</p> <p>Follows procedures to:</p> <ul style="list-style-type: none"> • take orders • place orders • deliver orders <p>Uses the following documents and proformas:</p> <ul style="list-style-type: none"> • email • order form <p>Gathers market information</p> <p>Calculates the costs of making a product or providing a service</p> <p>Follows classroom rules when creating a product or trialling the provision of a service</p> <p>Demonstrates the attributes of an efficient worker when creating a product or trialling the provision of a service</p> <p>Uses business vocabulary</p>

Week	Key teaching points	Content
14–15	<p>Practice runs to produce or trial a service</p> <p>Brainstorm the attributes of an efficient worker. Identify positive and negative attributes to determine an efficient worker.</p> <p>Self-reflect on own work attributes by exploring their weekly work experience journal, checklists or self-reflection sheets.</p> <p>Self-awareness activities.</p> <p>Group activity: Follow a procedure to practise producing the business product or trialling the service. Include tasks to complete, materials required and given roles to contribute to the completion of the activity.</p> <p>Task 5 due Week 15</p> <p>For this task:</p> <ul style="list-style-type: none"> students will show evidence of how they participated in the production of the product or service. They must identify what they did well and what they could improve on. Identify what other jobs other students did teachers will complete a checklist of student attributes and student engagement in the trial. 	<p>Knowledge and understandings</p> <p>The concept of recycling of resources</p> <p>The need to consider costs when creating a product or providing a service</p> <p>The concept that businesses follow procedures</p> <p>The concept that businesses use documents and proforma</p> <p>Attributes of an efficient worker when creating a product or trialling the provision of a service</p> <p>Teamwork skills when creating a product or trialling the provision of a service</p> <p>Key words associated with creating a product or trialling the provision of a service</p> <p>Skills</p> <p>Recognises materials needed to create the product or service</p> <p>Follows procedures to:</p> <ul style="list-style-type: none"> take orders place orders deliver orders <p>Uses the following documents and proformas:</p> <ul style="list-style-type: none"> email order form <p>Recognises own teamwork skills</p> <p>Recognises own strengths that will be valuable to the team</p> <p>Uses recycled materials</p> <p>Follows classroom rules when creating a product or trialling the provision of a service</p> <p>Demonstrates the attributes of an efficient worker when creating a product or trialling the provision of a service</p> <p>Demonstrates team work skills when creating a product or trialling the provision of a service</p> <p>Uses business vocabulary</p>