

Business Studies Lesson Plan

Subject: Business Studies

Class Level/Name: 1P

Date: 26/01/2021

Time and duration of Lesson: 09:25am – 10:05am, 40 minutes

Learning Outcomes:

Students should be able to:

Strand 2: Enterprise

- 2.3 Differentiate between employment, work and volunteerism, identifying and describing features, benefits, rewards and careers within each.

Learning Intentions:

- Revising the difference between needs and wants.
- Paid work and unpaid work
- Issues such as low income, safety issues and exploitation within the workplace.

Success Criteria:

Students will be able to:

- Explain the difference between needs and wants and provide examples of each.
- Differentiate between paid work and unpaid work.
- Discuss key issues such as low income, safety issues and exploitation within the workplace.

Planning for Literacy:

- Speaking Strategies: Students will share their prior knowledge when revising needs and wants and during breakout rooms. Students will ask questions during the class and contribute to classroom discussions.
- Listening Strategies: Students will listen to any instructions given during the class. Students will listen to other students talking and asking questions.

- Reading Strategies: Students will read notes from the PowerPoint Presentation. Some students will read their answers out loud.
- Writing Strategies: Students will write short notes throughout the class and give examples of previous knowledge. Students will define key terms themselves.

Planning for Numeracy:

- Basic numeracy through the writing of the date, selection of the page in the textbook and workbook, along with the selection of questions from the textbook and workbook.
- Note taking which includes points of the information to be numbered.
- Figures, such as regular working hours a week/ month and what percentage of people work in specific fields of work, appear in this chapter.

Planning for differentiation:

- Process - Steps of lesson broken down into structured sections.
- Reading - Students will read the book. They will write down definitions in simpler terms.
- Visual - Images of the activities will assist visual learners with various definitions and key terminology.
- Assessment - When questioning students', I will use both higher and lower order questions to both challenge and support the respective ability of students. I will ask questions with an increasing level of difficulty. I will avoid constantly asking the stronger students in order to speed up the process.

Aids/Resources to be used: Business Studies Textbook: Network, Second Edition.

PowerPoint Presentation. YouTube. Mentimeter.com.

	Content	Methodologies
Introduction:	<p>Class welcomed and asked to take out materials for class.</p> <p>Roll call.</p> <p>Learning intentions will be discussed.</p>	<p>I will instruct the students to prepare themselves for class.</p> <p>Learning intentions:</p> <ul style="list-style-type: none"> • Revising the difference between needs and wants. • Paid work and unpaid work • Issues such as low income, safety issues and exploitation within the workplace.
Development One:	<p>Revising needs and wants</p> <ul style="list-style-type: none"> • What is a need? • What is a want? • Using various pictures and flashcards as prompts. <ul style="list-style-type: none"> • To understand that different individuals have different needs and wants, depends on numerous factors (age, gender, career, where they live). 	<ul style="list-style-type: none"> • To begin today's class students were asked to recall on their knowledge of needs and wants (as a first-year student in Ireland) • Students were given wait time and then instructed to fill in their answers on Mentimeter. • Afterwards, I will display various needs and wants on the PowerPoint slides and students will be split into breakout rooms. Together they must decide which category the card belongs to: need, want or neither. • After completing this, the students will be asked to discuss which pile is greater? And why? • After this, students will be asked to contribute to a whole class discussion about one priorities and what they deem essential. • Students will be asked to reflect on their needs and wants, and to think would they change greatly if they lived elsewhere in the world?

<p>Development Two:</p>	<p>Introduction to the World of Work.</p> <ul style="list-style-type: none"> • What is work? • What types of work are paid and unpaid? • To understand the advantages and disadvantages of both formal paid and informal paid work. • To highlight issues such as low income, safety issues and exploitation within the workplace. 	<ul style="list-style-type: none"> • Students will complete KWL (graphic organiser to identify what students already know, want to know, and have learned) on the world of work, and how somebody's needs and wants may impact their choice. • Students will learn the difference and note some examples of paid and unpaid work. • Work role cards will be displayed on the PowerPoint and students will be asked to differentiate between paid and unpaid work. • Students will be asked to contribute to a class discussion on the pros and cons of each category of work, and who has the double burden of both formal paid and informal paid work. • Before watching the video, I will include some questions (multiple choice, fill in the blank, open-ended) that the students will be asked to answer. • Students will watch a video that discusses the issue of low income and workers experiencing safety issues and exploitation within the workplace. • Students will give their thoughts and opinions on the video afterwards.
<p>Summary and Conclusion</p>	<p>I will allow time for any questions the students may have.</p> <p>I will conclude the class by recapping on all new information covered and issuing homework.</p>	<ul style="list-style-type: none"> • I will answer any questions the students may have. • I will recap on all information. • I will ask the students to take out their school diaries, I will have the homework displayed on the PowerPoint for them to copy down.

Homework assigned for this lesson:

(a) Research/ Google the employment laws that are in place in Ireland; and answer the following questions.

1. What is the official title of this employment law?
2. What year did it come into effect?
3. Who does it protect/ serve?
4. What features of this law stood out to you?

(b) Complete KWL worksheet

Self-Evaluation/Appraisal:

I find it very useful to begin each class with some revision, and I students also find it beneficial to gradually ease into their work. Today's class we began by revising the difference between needs and wants. With classes beginning online I felt it was nice for students to have the option to share their answers via Mentimeter.com and afterwards were able to chat to each other and discuss the differences in break-out rooms. After break out rooms I feel students are more likely to contribute to whole class discussions. It was very interesting to hear student's perspectives on the changes that would occur to an individual's needs and wants if they were to live in a poorer or richer country. This led us to introducing the world of work. Students were shown role play cards which gave them a nice introduction into categorising jobs based on whether it was paid or unpaid work. After becoming familiar with the differences, I gave students time to think about the advantages and disadvantages of paid or unpaid work. It was useful to have questions pre-planned in order to benefit the students' learning. Using resources to highlight key issues was very beneficial and afterwards during the class discussion the students seemed to respond well due to the nature of the short but informative video on the issues such as low income, safety issues and exploitation within the workplace. Additionally, students were able to express their thoughts about these issues and voice their opinions on other key inequalities many individuals are faced with.

Business Studies Lesson Plan

Subject: Business Studies

Class Level/Name: 1P

Date: 28/01/2021

Time and duration of Lesson: 11:00am – 11:40am, 40 minutes

Learning Outcomes:

Students should be able to:

Strand 2: Enterprise

- 2.3 Differentiate between employment, work and volunteerism, identifying and describing features, benefits, rewards and careers within each.

Learning Intentions:

- Revising paid work and unpaid work.
- Revising issues such as low income, safety issues and exploitation within the workplace.
- Introducing employment laws

Success Criteria:

Students will be able to:

- Explain the difference between needs and wants and provide examples of each.
- Differentiate between paid work and unpaid work and discuss key issues such as low income, safety issues and exploitation within the workplace.
- Recognise and explain the different employment laws.

Planning for Literacy:

- Speaking Strategies: Students will share their prior knowledge when revising needs and wants, and when revising issues such as low income, safety issues and exploitation within the workplace. Students will share their knowledge on employment laws. Students will ask questions during the class and contribute to classroom discussions.
- Listening Strategies: Students will listen to any instructions given during the class. Students will listen to other students talking and asking questions.

- Reading Strategies: Students will read notes from the PowerPoint Presentation. Some students will read their answers out loud.
- Writing Strategies: Students will write short notes throughout the class and give examples of previous knowledge. Students will define key terms themselves.

Planning for Numeracy:

- Basic numeracy through the writing of the date, selection of the page in the textbook and workbook, along with the selection of questions from the textbook and workbook.
- Note taking which includes points of the information to be numbered.
- Figures, such as regular working hours a week/ month and what percentage of people work in specific fields of work, appear in this chapter.

Planning for differentiation:

- Process - Steps of lesson broken down into structured sections.
- Reading - Students will read the book. They will write down definitions in simpler terms.
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- Assessment - When questioning students', I will use both higher and lower order questions to both challenge and support the respective ability of students. I will ask questions with an increasing level of difficulty. I will avoid constantly asking the stronger students in order to speed up the process.

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	Content	Methodologies
Introduction:	<p>Class welcomed and asked to take out materials for class.</p> <p>Roll call.</p> <p>Learning intentions will be discussed.</p>	<p>I will instruct the students to prepare themselves for class.</p> <p>Learning intentions:</p> <ul style="list-style-type: none"> • Revising paid work and unpaid work. • Revising issues such as low income, safety issues and exploitation within the workplace. • Introducing employment laws
Development One:	<p>Revising paid work and unpaid work.</p> <p>Revising issues such as low income, safety issues and exploitation within the workplace.</p> <ul style="list-style-type: none"> • What examples of paid work and unpaid work are you familiar with? • In Ireland – v – another country (richer/poorer) • Using various pictures and flashcards as prompts. 	<ul style="list-style-type: none"> • To begin today’s class students were asked to recall their knowledge of paid work and unpaid work. Initially, examples of Ireland, and subsequently to think of examples in other countries. • Students were given wait time and then instructed to fill in their answers on Mentimeter. • Afterwards, I will display various examples of work on the PowerPoint slides and students will be split into breakout rooms. Together they must decide which category the card belongs to: paid work or unpaid work. • After completing this, the students will be asked to discuss which pile is greater? And why? • After this, students will be asked to contribute to a whole class discussion. • Does this type of work change depending on where you live? In Cork? In Ireland? In a different (poorer/ richer) country? • Students will be asked to recall the knowledge they gained from yesterday’s class on issues in the workplace and will learn about what organisations are in place to assist those individuals.

<p>Development Two:</p>	<p>Introducing employment laws</p>	<ul style="list-style-type: none"> • Students will be asked to share their findings about employment laws with the class. • This will lead to a classroom discussion on the importance of employment laws in a country. • Students will understand why these laws are in effect. • After sharing their thoughts, students will read about additional laws on the PowerPoint slides. • I will put up various scenarios in the workplace on the PowerPoint. Students will be asked to comment on what is right and wrong about each scenario, this will further their understanding of the purpose of each of the employment laws.
<p>Summary and Conclusion</p>	<p>I will allow time for any questions the students may have.</p> <p>I will conclude the class by recapping on all new information covered and issuing homework.</p>	<ul style="list-style-type: none"> • I will answer any questions the students may have. • I will recap on all information. • I will ask the students to take out their school diaries, I will have the homework displayed on the PowerPoint for them to copy down.

Homework assigned for this lesson:

Research a country of your choice and see if their employment laws are similar or different to Ireland's employment laws in any way.

Self-Evaluation/Appraisal:

Students engaged well with the revision at the beginning of class, I think having been introduced to the concepts in the previous class through a variety of resources really helped develop their understanding and students felt at ease and confident sharing their knowledge. Also when sharing their knowledge on examples of paid work and unpaid work it was great to see the

students using their own personal examples being brought into the classroom. Our class discussion on one's perception of work was quite interesting and it is always great to hear the students' perspective. Many of the students were unsure about whether certain jobs in a different country would be paid or unpaid, however other students had knowledge about certain professions in countries and were able to share these with the class.

Moving on to introducing the employment laws, it was handy that students had familiarised themselves with some of the laws as their homework from the previous lesson, this added to the engagement and interaction from the students. Many of the students had found key information about the most common employment laws in Ireland which was great to see and therefore did not need much explaining. However, to be sure I typed each law out as students contributed their findings and students were able to take notes from the PowerPoints of any additional information or any laws they had were not familiar with. To conclude the class, students were asked to read short case studies and were asked to determine which law was associated with it, this was very interesting as the students were able to voice their opinion on whether the individual in question was rightfully or wrongfully dismissed.