

— JUNIOR CYCLE —

BUSINESS STUDIES



DOING DEVELOPMENT EDUCATION

Trade
Poverty
Consumerism
Human Rights
Climate Change
Needs and Wants
Global Citizenship
Globalisation Issues
Sustainable Development
Ethical Production & Consumption

CHANGING
ATTITUDES
DEVELOPING SKILLS
GROWING
KNOWLEDGE

WHAT IS DEVELOPMENT EDUCATION?

Development Education (DE) is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. DE seeks to engage people in analysis, reflection and action for local and global citizenship and participation. DE is about supporting people in understanding and acting to transform the social, cultural, political and economic structures which affect their lives at personal, community, national and international levels.

Key components of Development Education:

- **Methodologies** which are learner-centered and participatory
- **Knowledge** about how the world works
- **Skills** of critical thinking, reflection, problem solving, analysis, teamwork
- **Values and attitudes** of solidarity, respect and empowerment
- **Action** to effect change for a more just and equal world

“Business Studies offers many opportunities to explore Development Education issues. They can be easily introduced in core areas such as international trade, employment law, consumer rights and on being a good consumer. The section on marketing affords students the chance to understand the global nature of the influences to which they are subjected and the products that they consume.”

-Mick Finnegan, Wilson's Hospital School, Westmeath

THE AIM OF THIS RESOURCE

Development Education themes, such as needs and wants, sustainable development, globalisation and trade, form part of the learning in junior cycle Business Studies. This resource aims to support Business Studies teachers to teach through a global justice lens, a lens with great educational benefits, which meets the requirements as laid out in the junior cycle Business Studies specification, and in the (2015) Framework for Junior Cycle.



DEVELOPMENT EDUCATION (DE) AND JUNIOR CYCLE BUSINESS STUDIES

The rationale for junior cycle Business Studies recognises that ‘young people are growing up in a globalised and dynamic’ and ‘interconnected world’. Business Studies ‘explores the interdependence of economic prosperity, societal well-being and the environment and encourages students to think and act as responsible and ethical citizens’. The aim of the specification includes the development of ‘skills, knowledges, attitudes and behaviours that allow [students] to make informed and responsible decisions with all of the resources available to them, ensuring their and society’s well-being’.

STATEMENTS OF LEARNING

DE contributes to the achievement of the Statements of Learning in Business Studies, particularly:

Statement of Learning 7:

The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.

Statement of Learning 9:

The student understands the origins and impacts of social, economic, and environmental aspects of the world around her/him.

Statement of Learning 14:

The student makes informed financial decisions and develops good consumer skills.

Statement of Learning 22:

The student takes initiative, is innovative and develops entrepreneurial skills.

Doing DE in Business Studies does not mean doing something extra.

LEARNING OUTCOMES

DE themes are integral to learning outcomes from across the three strands of the Business Studies specification. This resource supports teachers to take advantage of these opportunities to create rich learning experiences and outcomes for students.

KEY SKILLS

The 8 Key Skills outlined in the junior cycle framework have much in common with the skills engendered with a DE approach. DE contributes to the key skill elements articulated in the Business Studies specification.

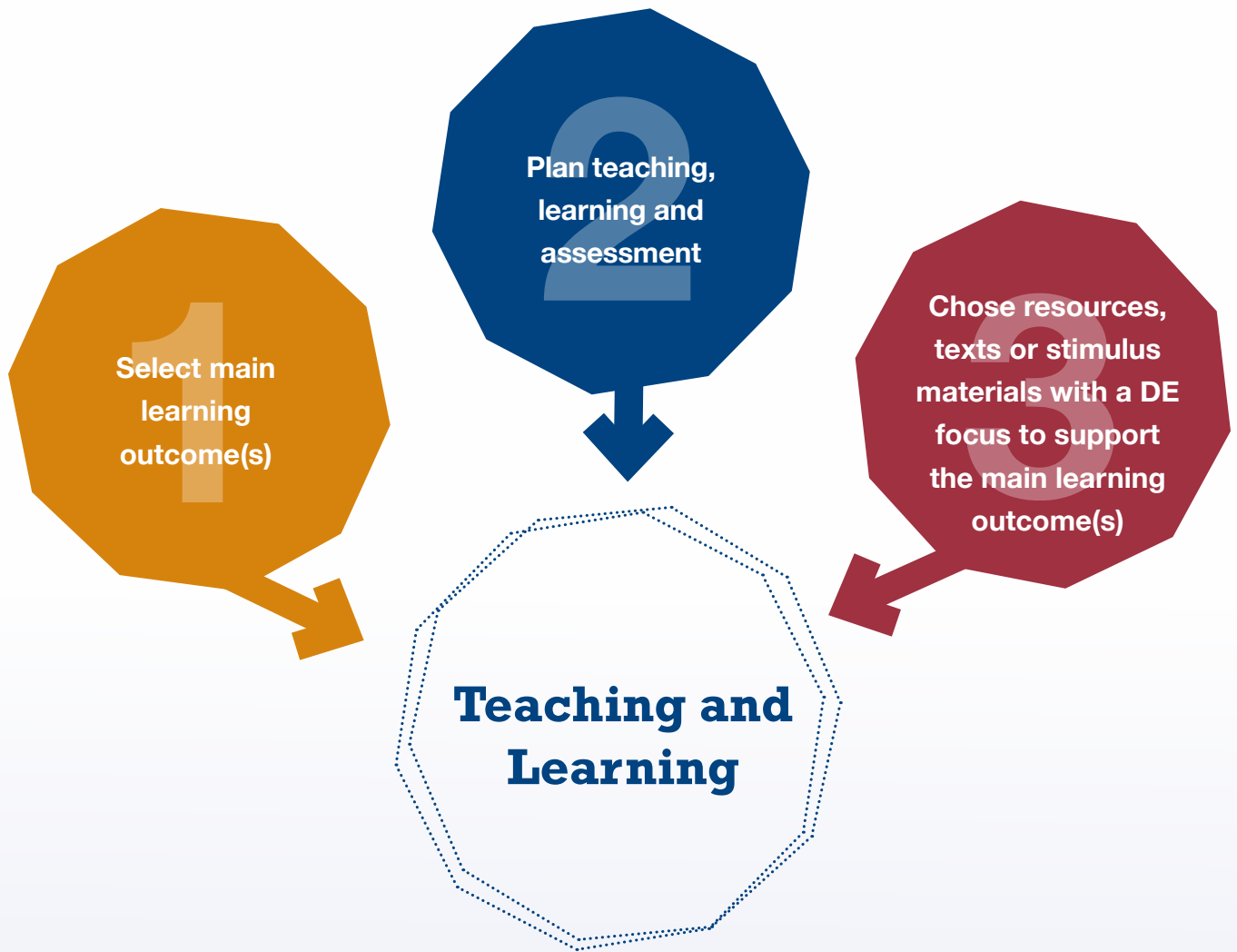


Fig. 1

DE and Junior Cycle Business Studies

For the purposes of showing how DE is embedded across the entire subject, 9 learning outcomes (3 from each strand) representing the cross-cutting strand elements (Managing my resources; Exploring business; Using skills for business), are treated as ‘main’ learning outcomes in this resource.

Some of these learning outcomes are **explicitly DE-related** in terms of the themes addressed, such as needs and wants (1.1), ethics and sustainability (1.9) and the impact of for-profit and not-for-profit organisations and economic growth from economic, social and environmental and exploring business through a sustainable development perspective (2.5 & 3.6).

Other learning outcomes address DE themes in a **less obvious way**, but can be interpreted and taught using DE themes and approaches, for example, LO 2.2 focuses on developing an appreciation of entrepreneurs in terms of the role they can play in advancing the economy and society, while LOs 3.1 (scarcity of resources) and 3.11 (costs and benefits of government economic policy), can both be taught using a local and global equality framework.

Meanwhile, the inclusion of LOs 1.13 (income and expenditure data) and 2.7 (market research) are a deliberate attempt to demonstrate how learning outcomes with **no obvious link** to DE issues can be taught and achieved using a DE lens.

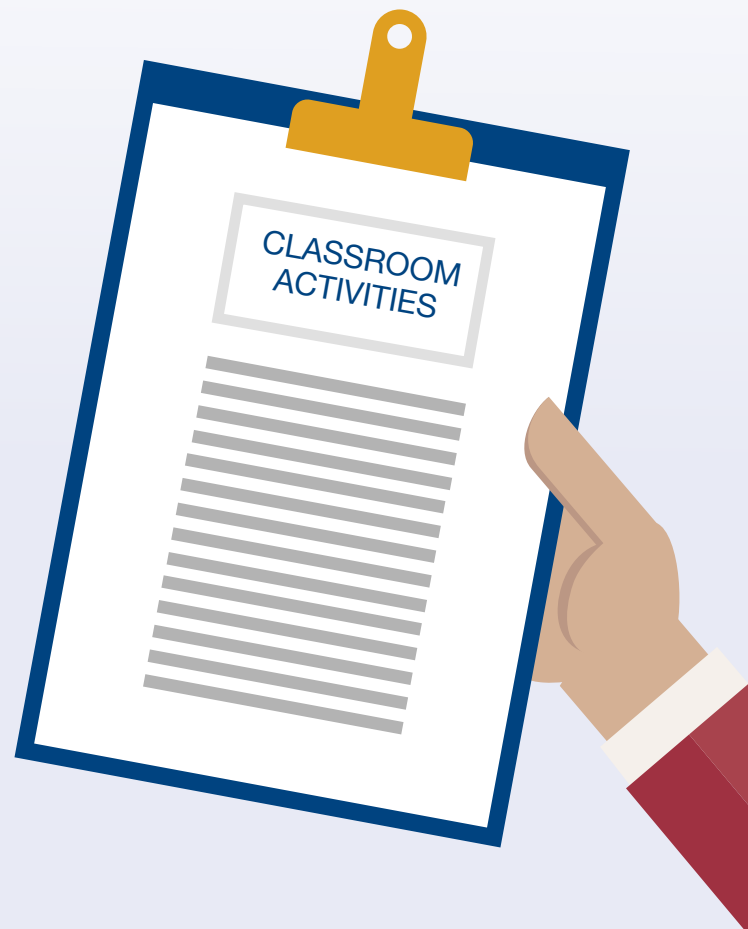
PERSONAL FINANCE	ENTERPRISE	OUR ECONOMY
← Managing my resources →		
LO 1.1	LO 2.2	LO 3.1
← Exploring business →		
LO 1.9	LO 2.5	LO 3.6
← Using skills for business →		
LO 1.13	LO 2.7	LO 3.11

Fig. 2

Resource Structure

On pages 8-25 the learning outcomes named in Figure 2 are presented with background information, ideas for activities in the classroom and beyond, and useful links for sourcing additional information, and for classroom activities.

For each of the 'main' learning outcomes, there is a 'Thinking about Global Goals' section, referencing one or more of the United Nations (UN) Global Goals for Sustainable Development. These are a universal set of goals, targets and indicators that UN member states, including Ireland, will be expected to use to frame their agendas and policies until 2030. The Global Goals follow, and expand on, the Millennium Development Goals (MDGs), which expired at the end of 2015. As Business Studies teachers you will find the Global Goals very useful in terms of ensuring that your students fully understand the breadth of the concept of sustainability, and the relevance sustainability has for a thriving business environment.



Assessment

Many of the teaching and learning activities outlined in this resource support formative and diagnostic assessment tasks, with opportunities for self- and peer-assessment, as well as opportunities for teachers to give feedback to individual learners.

The DE aspects of junior cycle Business Studies also lend themselves to the completion of Classroom-Based Assessment Tasks. For example, for completion of Classroom-Based Assessment (CBA) 1: Business in Action, you might facilitate a group of learners to do one of the following:

ENTERPRISE IN ACTION

Devise or create a new product or service, or expand an existing product or service to lower consumption levels, either by employing a more efficient, sustainable and ethical production-consumption cycle, or by simply encouraging people to consume less.

or

Organise a once-off or longer term enterprise event or activity, such as a barter or swap shop event involving the whole school community, setting up and running a Fair Trade tuck shop, or investigating the feasibility of the school bank providing micro-finance loans to students for social enterprise activities.



ECONOMICS IN ACTION

Choose an economic policy, for example, carbon and/or corporation tax, housing policies, membership of the Eurozone or overseas development aid and examine the positive/negative impacts on the Irish economy, society, environment and beyond.

FINANCE IN ACTION

Make contact with a for-profit organisation focused on social enterprise or a not-for-profit organisation focused on human rights or environmental issues in Ireland or elsewhere. Investigate the financial challenges facing this organisation, evaluate research findings, suggest causes for the financial challenges and identify the benefits and costs for different key stakeholders.



CLASSROOM-BASED ASSESSMENT

For Classroom-Based Assessment (CBA) 2: Presentation students can pick a topic directly related to the course content, or they may decide to study an issue of personal or local relevance related to the business environment. The openness of this CBA provides plenty of scope for supporting learners who are interested in ethical or sustainability issues. Engagement with these types of issues also facilitates achievement in relation to the task requirement that students 'reflect on how they see the world differently and how their behaviour has changed having engaged with the topic' (Business Students specification, page 26).



STRAND ONE: PERSONAL FINANCE

STRAND ELEMENT: MANAGING MY RESOURCES



Main Learning Outcome = 1.1

Students should be able to 'review the personal resources available to them to realise their needs and wants and analyse the extent to which realising their needs and wants may impact on individuals and society'.



Background Information:

One of the fundamental concepts in economics is that of needs versus wants. Needs are the things, like water or sufficient, nutritious food, that you need to survive and function; whereas wants are the things that you wish for or desire but don't need to survive, like soft drinks or ice cream. While this might seem relatively straightforward it is in fact quite complex because needs and wants are very personal, subject to circumstance and context. Depending on your perspective you could argue that some goods and services represent either a need or a want. What about a mobile phone for example? For some a mobile is a fashion accessory, but for someone who is travelling alone at night it could be seen as a necessity. Most people would agree that safe, clean water is a need, but the amount of water you actually need might also depend on the climate you live in.

Interrogating needs and wants is one very important way for consumers to engage with the challenges of scarce economic resources – the sustainability of a consumer culture with excessive waste, the impact of consumerism on the environment, equality of access to scarce resources, the impact of marketing and advertising on consumer culture etc.

Reflecting on needs and wants and the challenges of scarce economic resources helps focus on the interdependent, connected nature of our world, and aids critically questioning what our consumption means for other people and places.



Thinking about Global Goals:

By 2030 ...

ensure sustainable consumption and production patterns (Goal 12)

Relevant targets:

- substantially reduce waste generation through prevention, reduction, recycling, reuse
- ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature





DE teaching and learning activities:

Spending record

Keep a record of your daily spending over the period a week or two. For each purchase include:

- description (country of origin, image of the object, etc.)
- cost
- source of the money to pay for the purchase (e.g. pocket-money, part-time job)
- whether or not the purchase satisfied a personal need or want

At the end of the week(s) add up the amount under the heading of needs and the amount spent under the heading of wants. Create a list of the 5 things most frequently purchased under each heading, and identify the main source of the money for each category of purchases. Audit your spending record to identify where you reallocate spending or make savings in future.

Needs and Wants Collage

Work together in small groups to create a collage of images representing the needs and wants of young people in Ireland today.

Carbon-footprint reflection

Read through all the questions on a reputable carbon footprint calculator (see Useful Links below). Note any questions where you need additional information. When you have gathered all the information you need complete the calculator. Record the overall tonnes of CO₂ you consume each year, identify the areas where your footprint is heaviest and whether consumption of goods and services in these areas represent the satisfaction of needs or wants, and make suggestions about how to improve your result. Put a reminder in your phone/diary to redo your carbon footprint in 3 or 6 months. Compare your first calculator result with your second, and record a written, audio or visual reflection on the impact of satisfying your personal needs/wants on others and on what you have learned from the process.



Useful Links:

Spending Record

- Trócaire, The Business of Food: A Business and CSPE Resource for Teachers - Activity 2: Where does our stuff come from? (page 5 & 6):
trocaire.org/getinvolved/education/resources/business-food-who-makes-rules
- Royal Geographical Society 'Why can people buy more stuff than they used to?':
The+geography+of+my+stuff/Why+can+people+buy+more+stuff+than+they+used+to.htm
- Competition and Consumer Protection Commission (CCPC) weekly spending diary:
consumerhelp.ie/media/8.Weeklyspendingdiary1.pdf

Needs and Wants Collage

- Classroom activities to introduce the concept of 'needs' vs. 'wants'
pbslearningmedia.org/resource/lpsc10.sci.life.lp_needwant/needs-vs-wants/

Carbon footprint reflection

- Curb your CO₂: How to track your carbon footprint by Dick Ahlstrom for The Irish Times:
irishtimes.com/news/science/curb-your-co2-how-to-track-your-carbon-footprint-1.2462234
- Green Schools Programme carbon calculator:
greenschoolsireland.org/energy/carbon-calculators.339.html

STRAND ONE: PERSONAL FINANCE

STRAND ELEMENT: EXPLORING BUSINESS



Main Learning Outcome = 1.9

Students should be able to 'debate the ethical and sustainability issues that arise from their consumption of goods and services and evaluate how they can contribute to sustainable development through consumer behaviour'.



Background Information:

Sustainable Development

Sustainable development is 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs'. It is the idea that economic growth can happen in a way that does not impact negatively on people or planet, now or in the future. All of us, individual consumers, small business, Trans National Corporations (TNCs), national governments, and international organisations like the United Nations, have a role to play in creating a 'sustainable and resource-efficient economy founded on a fair and just society, which respects the ecological limits and carrying capacity of the natural environment.' [Department of the Environment, Community and Local Government [2012] Our Sustainable Future: A framework for sustainable development for Ireland]

Consumer behaviour – the example of the fashion industry

There are growing ethical and sustainability concerns associated with the fashion industry. Millions of people and metric tons of water, chemicals, crops and oil are involved in the process that turns a design into an item of clothing in a shop. As with many other consumer products, it's the sheer scale of the fashion enterprise that's doing the most damage to the environment and the lives of people along the supply chain. If consumers become more conscious in their choices, deciding not to buy or buying less, reusing or remaking and recycling clothes, then the fashion supply chain will become more sustainable.



Thinking about Global Goals:

By 2030 ...

ensure sustainable consumption and production patterns (Goal 12)

Relevant targets:

- halve per capita global food waste at the retail and consumer levels
- substantially reduce waste generation through prevention, reduction, recycling and reuse
- encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle





DE teaching and learning activities:

Sustainability letter from me to you

Examine the footprint stories of children and young people from different countries around the world (see Useful Links). Pick one of these stories and write a letter to that character comparing their consumption and yours, and suggesting ways that you can both live more sustainably.

Debate it!

Debate the following motion: 'Young people have the power to consume less and change the world'. Create an infographic to display the main points arising from this debate.

Ask the brand

Join the Fashion Revision Day campaign (April 24th) by tweeting a photo of the label of an item of your clothing, asking the brand in question [#whomademyclothes?](#)



Useful Links:

Background information

- Department of the Environment, Community and Local Government (2012) Our Sustainable Future: A framework for sustainable development for Ireland: environ.ie/sites/default/files/migrated-files/en/Publications/Environment/Miscellaneous/FileDownload,30452,en.pdf
- Transforming Our World: the 2030 agenda for sustainable development: un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E

Sustainability letter from me to you

- Stories of people affected by climate change: trocaire.org/whatwedo/climatejustice/stories

Debate it!

- Finding our voice: A resource on debating world development by T Daly for Concern Worldwide. Email: resources@concern.net
- Free online community where people from around the world come to debate online and read the opinions of others: debate.org
- Free online infographic makers: canva.com; visual.ly; or easel.ly.

Ask the brand

- Who made my clothes campaign: fashionrevolution.org
- Who made my clothes? Irish options for ethical shopping by Suzanne Cooper: stand.ie/who-made-my-clothes-irish-options-for-ethical-shopping/
- The Better Fashion Initiative is a post-primary initiative by Redress, aimed at equipping students with the knowledge necessary to play an active role in changing the fashion and sportswear industry through conscious consumption, activism, and communication: re-dress.ie/wwgs/

STRAND ONE: PERSONAL FINANCE

STRAND ELEMENT: USING SKILLS FOR BUSINESS



Main Learning Outcome = 1.13

Students should be able to 'monitor and calculate income and expenditure data, determine the financial position, recommend appropriate action and present the analysis in a tabular and graphic format'.



Background Information:

Examining extracts of the financial accounts of organisations involved in development work overseas, can be a great entry point for a discussion about the value and benefit of these organisations and the money they channel in their efforts to support people trying to lift themselves out of situations of poverty or inequality.

Irish Aid (Department of Foreign Affairs and Trade)

Irish Aid is Ireland's official programme of overseas development assistance, managed by the Department of Foreign Affairs and Trade. Irish Aid works with governments and development organisations in over 80 countries. In the interests of transparency and accountability Irish Aid produces and publishes annual reports and accounts and makes these available online.

Charities or non-governmental organisations

Many not-for profit organisations are registered charities, sometimes called non-governmental organisations (NGOs). Under section 52 of the Charities Act, all registered charities are required to send the Charities Regulatory Authority an annual activity report, including financial information. Registered charities must also keep Annual Accounts to be made available to the Revenue Commissioners on request. Some have voluntarily signed up to relevant codes or follow voluntary guidelines, like the Dochas Guidelines for financial reports and annual statements for non-governmental organisations. Many of these not-for profit organisations publish their annual reports and accounts online as a way of being transparent and accountable.



Thinking about Global Goals:

By 2030 ...

strengthen the means of implementation and revitalize the global partnership for sustainable development (Goal 17)

Relevant (financial) targets:

- Developed countries to implement fully their official development assistance commitments, including the commitment by many developed countries to achieve the target of 0.7 per cent of ODA/GNI to developing countries and 0.15 to 0.20 per cent of ODA/GNI to least developed countries. ODA providers are encouraged to consider setting a target to provide at least 0.20 per cent of ODA/GNI to least developed countries.
- Mobilise additional financial resources for developing countries from multiple sources.



DE teaching and learning activities:

Pie or bar?

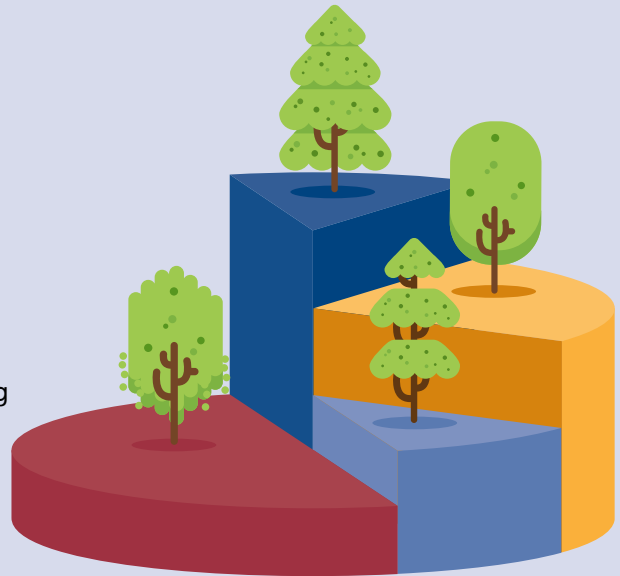
Prepare a bar or pie chart, as appropriate, to display an aspect of the expenditure information available in Irish Aid's annual report. Include your chart on an awareness raising poster about Irish Aid's overseas development aid programme.

Behind the numbers

Work in small groups to examine the latest annual report and accounts from one not-for-profit organisation working in developing countries. Take note of any questions you have, and email these to the organisation in question.

Vote for overseas aid

Discuss the findings of the 2014 Ipsos MRBI research into what the Irish public think about Ireland investing in overseas aid. Organise a class vote to find out where you all stand on the issue.



Useful Links:

Pie or bar?

- Irish Aid (Department of Foreign Affairs and Trade) annual report: irishaid.ie/what-we-do/how-our-aid-works/where-the-money-goes/
- Dochas (2013) Guidelines for financial reports and annual statements for non-governmental organisations: dochas.ie/sites/default/files/Guidelines_web.pdf

Behind the numbers

- Concern Worldwide annual report and accounts: concern.net/about/annual-reports
- Trócaire annual reports and accounts: trocaire.org/about/finances

Vote for overseas aid

- Dochas commissioned Ipsos MRBI research (2014) into public support for overseas aid: dochas.ie/Shared/Files/4/Ipsos_MRBI_2014_Overseas_Aid_Opinion_Poll_Key_Findings.pdf
- Bertrand Borg, Mary Rose Costello & Colm Regan (2010) Debating Aid: A Development Education resource, 80:20 (free extracts): developmenteducation.ie/feature/debating-aid/
- Trócaire (2009) A question of aid: Aid in an unequal world trocaire.org/getinvolved/education/resources/question-aid-aid-unequal-world

STRAND TWO: ENTERPRISE

STRAND ELEMENT: MANAGING MY RESOURCES



Main Learning Outcome = 2.2

Students should be able to 'describe the skills and characteristics of being enterprising and appreciate the role of an entrepreneur in an organisation, in society and to the economy'.



Background Information:

The Business Studies specification defines entrepreneurship as the means to act upon opportunities and ideas and transform them into value for others which can be either financial, cultural or social (page 29). Social entrepreneurs are people who are concerned about a particular issue or challenge facing society, and are able to identify opportunities for change. They want to bring about change by employing market-based solutions because they believe that this is a more sustainable approach than relying on grants or subsidies, and they want their change to be systemic, in order to bring value and benefit to wider society. There are a myriad of examples of young people in Ireland and elsewhere, employing their entrepreneurial skills to come up with creative and innovative solutions to address societal and environmental issues which concern them.



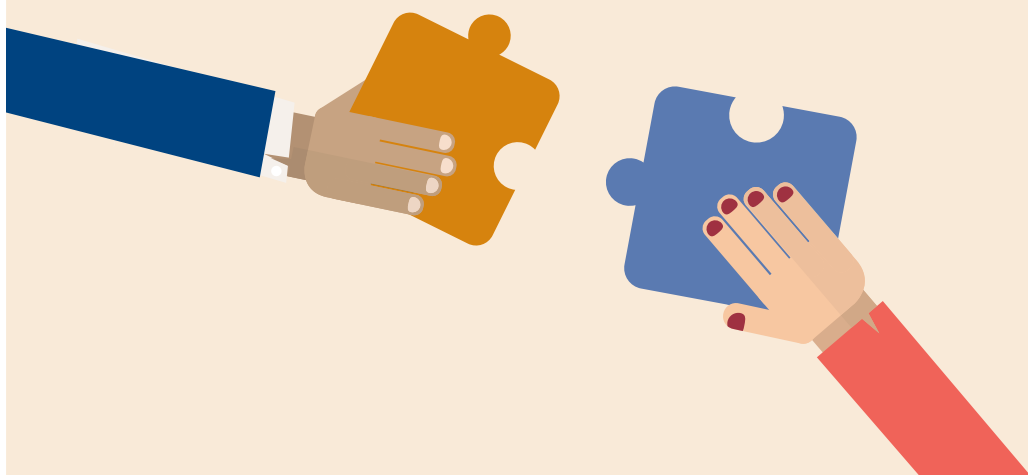
Thinking about Global Goals:

By 2030 ...

ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Goal 4)

Relevant target:

- substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship





DE teaching and learning activities:

Unreasonable Entrepreneurs

Take a moment to reflect on your personal skills and strengths – the different things that you are good at, that you use to help yourself or others. Choose one of these skills or strengths and present it to others in a small group context. Use images or drawings, keywords and phrases to create a pictorial representation of a ‘super’ person, representing all the skills and strengths presented in the group. Create a gallery of ‘super’ people around the classroom, and discuss the idea that if people work together to change the status quo (against what is unfair in the world), then they have the necessary skills and strengths to try to bring about positive change.

Audio role play

Working in small groups examine a case study of a social entrepreneur(s). Write a set of questions for a reporter interviewing this person(s). The script should include questions to elicit information about the skills and characteristics needed to succeed as a social entrepreneur, the experience of being a social entrepreneur, the impact on self, organisation, society, the economy and environment. Role play the interview, and audio record the dialogue. Play the audio for the rest of the class, and respond to any questions they have about your script.

Extension Action

Invite a local social entrepreneur into the class, e.g. Transition Year students who have taken part in the Young Social Innovators Den, or someone from the local community. Question them about skills/characteristics, their social mission, contribution to society, and the relevance/impact of the Global Goals for Sustainable Development on their work.



Useful Links:

Unreasonable Entrepreneurs

- Changing the world through social entrepreneurship by Willemijn Verloop: [youtube.com/watch?v=Vvq9YgoJabY](https://www.youtube.com/watch?v=Vvq9YgoJabY) (video – 13 mins)

Audio role play

- Forbes report profiling young social entrepreneurs from around the world – 30 under 30: [forbes.com/special-report/2012/30-under-30/30-under-30_social.html](https://www.forbes.com/special-report/2012/30-under-30/30-under-30_social.html)
- Ted Talk playlist (14 talks) by brilliant kids and teens (includes talks by social entrepreneurs and social activists): [ted.com/playlists/129/ted_under_20](https://www.ted.com/playlists/129/ted_under_20)
- Free apps/websites for recording and editing audio: [vocaroo.com/](https://www.vocaroo.com/); [audacityteam.org/](https://www.audacityteam.org/)

Extension Action

- Young Social Innovators Den: [youngsocialinnovators.ie/programmes-initiatives/ysi-den/](https://www.youngsocialinnovators.ie/programmes-initiatives/ysi-den/)
- Social Entrepreneurs Ireland: [socialentrepreneurs.ie/](https://www.socialentrepreneurs.ie/)

STRAND TWO: ENTERPRISE

STRAND ELEMENT: EXPLORING BUSINESS



Main Learning Outcome = 2.5

Students should be able to 'investigate the positive and negative impacts on a community of an organisation from an economic, social and environmental perspective'.



Background Information:

Recent research (see Useful Links) shows that on average, one third of a company's name value can come from good corporate citizenship. This is sometimes known as Corporate Social Responsibility (CSR) and sustainability. The same research demonstrated that it is not enough to do CSR, businesses must do it well in order to benefit their bottom line. Doing it well means making genuine and achievable CSR and sustainability commitments, thinking about these commitments as valuable and intangible assets, and building stakeholder awareness and sense of ownership of these commitments.

Some organisations do CSR and sustainability well, while others do not. Examples of companies, large and small, taking CSR and sustainability seriously include Unilever, Interface Carpets, Ben and Jerrys, Marks and Spencers, Eirgrid and Ulster Bank. Unfortunately, for every good news story there are examples of companies who impact, consciously or unconsciously, in a negative way on communities. This reality is evident in for example, the 2013 Pakistan clothing factory (Savar) building collapse; the closure of Clerys in Dublin in 2015; the ongoing environmental issues caused by the shoddy work practices of oil companies like Exxon Mobile in the Niger Delta; or the many business and political leaders and corporations involved in tax avoidance and tax injustice around the world, as revealed in the 2016 Panama Papers.



Thinking about Global Goals:

By 2030 ...

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all (Goals 8)

Relevant targets:

- Improve progressively global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, with developed countries taking the lead
- Achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
- Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment
- Build resilient infrastructure, promote inclusive & sustainable industrialisation and foster innovation (Goal 9)

Relevant target:

- Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all.



DE teaching and learning activities:

CSR Profile

Pick a small local for-profit or not-for profit organisation that has begun operations in the last ten years. Interview friends and family who are customers or stakeholders in this organisation about the impact the organisation has had on the community, from an economic, social and environmental perspective. Consider presenting your findings to the organisation in question.

Balancing Act

Participate in Activity 7: Trade and Investment – A race to the bottom? in How the World Works 2 (see Useful Links) as a way of considering the impact of TNCs and the relative importance of economic and social development.

Jigsaw Learning

Participate in a short whole class discussion about the impact of organisations on communities. In small groups research the impact of one organisation on the community/ies in which it operates, from an economic, social and environmental perspective. The organisations could be any one of the following:

- An Irish for-profit organisation (small or medium enterprise - SME)
- International for-profit organisation (Trans National Corporation)
- An Irish not-for-profit organisation (charity or NGO) with a local community, national or international focus.

Once you have developed expertise on your organisation, agree how you are going to teach your classmates what you know. Rearrange the groups so that there is now one 'expert' on each organisation in each group. Take turns 'teaching' about your organisation in the group.



Useful Links:

Background information:

- Unilever Sustainable Living Plan: unilever.com/sustainable-living/

Balancing Act

- Debt and Development Coalition How the World Works 2 (pages 45-46): debtireland.org/download/pdf/how_the_world_works_2_.pdf

Jigsaw Learning

- Business in the community – the network of responsible businesses in Ireland: bitc.ie/about-us/

STRAND TWO: ENTERPRISE

STRAND ELEMENT: USING SKILLS FOR BUSINESS



Main Learning Outcome = 2.9

Students should be able to 'develop a simple business plan for a new or existing product or service'.



Background Information:

A business plan is a way for start-up or existing organisations to say where they are right now, where they want to be in the future, and the actions that need to be taken to help the organisation reach its goals. The sections in a business plan can differ depending on what the business plan is for, but the key questions any plan would try to answer would probably include some of the following:

1. What are the main products or services that you will sell?
2. How are your products or services different from those of your competitors? (What is your Unique Selling Point or USP?)
3. How many customers or clients are there for your products or services?
4. Who are your potential customers or clients?
5. Where are your potential customers or clients based?
6. How will potential customers or clients find out about your products or services? (How will you market your products or services?)
7. How will you get your products and services to your customers or clients?
8. What, if any, equipment do you need?
9. How much money is needed to start or grow your business? (Finance – existing and potential sources)

All types of organisations increasingly develop business plans as a way of sign-posting areas for improvement, creating a clear plan for progress, identifying strengths and weaknesses, generating ideas for sources of finances, and helping them to meet the needs of their customers/clients whilst improving their ability to outperform competitors.



Thinking about Global Goals:

By 2030 ...

Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation (Goal 9)

Relevant target:

- Increase the access of small-scale industrial and other enterprises, in particular in developing countries, to financial services, including affordable credit, and their integration into value chains and markets
- By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, with all countries taking action in accordance with their respective capabilities



DE teaching and learning activities:

All Business

For years, African countries have exported basic raw materials, missing out on opportunities to turn basic ingredients into finished goods that can earn more income. These days an increasing number of high quality products are being manufactured and packaged on the continent by producers who act responsibly and trade fairly, creating income for local communities. One of these producers is Lulu Life in South Sudan. Work together in small groups to devise a business plan for Lulu Life using the resources available in Value Added in Africa's resource (see Useful Links - page 32), and then discuss what Lulu Life actually did using the case study - page 32.

Visual planning

Put your social entrepreneur hat on. Think about a new or existing product or service which can contribute in a positive way to society or the environment.

Work in small groups to draft a visual business plan using a flip-chart sheet divided into 9 sections (as below). Allocate a specific coloured post-its' to each group member so that they can contribute their ideas under each section: **main products/services**; **USP**; **description of potential customers/clients**; **customer/client location**; **how many clients/customers**; **distribution**; **marketing**; **equipment and finance**.

MAIN PRODUCTS/ SERVICES	USP	DESCRIPTION OF POTENTIAL CUSTOMERS	CUSTOMER LOCATION	DISTRIBUTION
	HOW MANY CUSTOMERS?		MARKETING	
EQUIPMENT			FINANCE	

MAIN PRODUCTS

USP

DESCRIPTION
OF CUSTOMERS

CUSTOMER
LOCATION

HOW MANY
CUSTOMERS?

DISTRIBUTION

EQUIPMENT

MARKETING



Useful Links:

Background information:

- Irish Aid supporting trade in African partner countries:
irishaid.ie/what-we-do/how-our-aid-works/supportingtrade

All business:

- Value Added in Africa, Business Studies and Development Education Transition Unit, Lulu Life business plan activity (pages 31-34):
[proudlymadeinafrica.org/images/uploads/docs/PMIA%20A%20Business%20Studies%20%20Development%20Education%20Transition%20Unit%20Resource%20Pack%20\(PDF\).pdf](http://proudlymadeinafrica.org/images/uploads/docs/PMIA%20A%20Business%20Studies%20%20Development%20Education%20Transition%20Unit%20Resource%20Pack%20(PDF).pdf)

Visual planning

- Searchable database of case studies of businesses who are doing well by doing good:
theguardian.com/sustainable-business/ng-interactive/2015/may/13/guardian-sustainable-business-awards-sustainability-case-studies-database
- Business Model Canvas, a free online planning tool:
businessmodelgeneration.com/canvas/bmc

STRAND THREE: OUR ECONOMY

STRAND ELEMENT: MANAGING MY RESOURCES



Main Learning Outcome = 3.1

Students should be able to 'explain how scarcity of economic resources results in individuals having to make choices; predict possible consequences of these choices'.



Background Information:

In economics, resources are divided into human resources and non-human resources. Human resources relate to the skills and qualifications of people, whereas non-human resources include things like infrastructure, water, energy sources, minerals, government revenue, etc. When resources are scarce then people have to make choices or economic challenges arise.

Human development is, fundamentally, about having more choice. It is about providing people with opportunities, not insisting that they make use of them. No one can guarantee human happiness, and the choices people make are their own concern. The process of development – human development - should at least create an environment for people, individually and collectively, to develop to their full potential and to have a reasonable chance of leading productive and creative lives.

The Human Development Index (HDI) is a tool developed by the United Nations to measure and rank countries' levels of social and economic development based on four criteria: life expectancy at birth, mean years of schooling, expected years of schooling and gross national income per head of population. The HDI makes it possible to track changes in development levels over time and to compare development levels in different countries. As the international community seeks to define a new development agenda post-2015, the human development approach remains useful to articulate the objectives of development and improving people's well-being by ensuring a more equal, sustainable and stable planet.



Thinking about Global Goals:

By 2030 ...

- Ensure availability and sustainable management of water and sanitation for all (Goal 6)
- Ensure access to affordable, reliable, sustainable and modern energy for all (Goal 7)
- Ensure sustainable consumption and production patterns (Goal 12)





DE teaching and learning activities:

Basic-needs basket

The 2011 census found that the average weekly gross income in Ireland was €522.87. In small groups work out how much a family of four (two adults and two children) would have to budget to meet their daily needs. Assemble a basic-needs basket to represent their daily spending on needs (e.g. baskets can include items to symbolise needs such as food, water, shelter (mortgage or rental payments), energy usage, transport, health and education costs etc.) Present your group basket and as a whole class discuss the implications of meeting basic needs when resources are scarce – for the families in question, and for society in general.

Comparing human development

Work together in pairs to compare and contrast the human and non-human resources available in Ireland (very high human development) and one of the following: a high human development country (e.g. Mexico, Algeria or Thailand), a medium human development country (e.g. Syria, Morocco or Suriname), a low human development country (e.g. Pakistan, Democratic Republic of the Congo or Myanmar).

Decision tree

Use a decision tree template to consider the positive and negative effects of decisions regarding scarce resources, using one of the scenarios and questions provided, for example:

Scenario: You are the secretary of the student council in your school. One of your responsibilities is to provide other members with meeting agendas.

Question: The student council has money to cover the cost of printing agendas, but you are aware of the sustainability debate surrounding use of paper. What do you do?

Extension Action

Petition a local/international business leader or organisation (like IBEC or a trade union), or public representative about global inequality of access to scarce resources, like water, forestry or energy.



Useful Links:

Background information:

- Overcrowded world faces battle for scarce resources by John Vidal for The Guardian: theguardian.com/environment/1999/aug/14/climatechange.climatechangeenvironment

Basic-needs basket

- CSO Survey on income and living conditions data: cso.ie/en/media/csoie/releasespublications/documents/silc/2011/silc_2011.pdf
- Comparing human development, HDI country reports: hdr.undp.org/en/countries

Decision tree

- Decision tree template – JCT Business Studies Resource Booklet (page 15): jct.ie/perch/resources/english_pdf/business-studies-resource-booklet.pdf

Extension action – Petition:

- Online petition websites: change.org; petitions.ie
- IBEC: ibec.ie/IBEC/IBEC.nsf/vPages/Contact_Us~contact-us?OpenDocument
- Irish Congress of Trade Unions (ICTU) – affiliated members: ictu.ie/about/affiliates.html

STRAND THREE: OUR ECONOMY

STRAND ELEMENT: EXPLORING BUSINESS



Main Learning Outcome = 3.6

Students should be able to 'explain how economic growth can impact positively and negatively on society and the environment and justify the promotion of sustainable development'.



Background Information:

The global climate is changing because of human activity (increased consumption, deforestation and burning of fossil fuels) leading to increased levels of carbon dioxide in the earth's atmosphere. The impact of climate change is evident in changing weather patterns, such as flooding and droughts. The likely impact of climate change includes increased levels of human migration, more cases of diseases like malaria, more wildfires, greater scarcity of water, more extreme weather (hurricanes, floods), loss of land mass, small island states because of rising sea levels and negative effects on wheat and maize harvests. All of these impacts will have a knock-on effect on local, national and global economies.

Climate change affects people around the world differently, and the most vulnerable people are those who, for the most part, contribute the least to increased carbon dioxide levels. Climate change is not just an economic or environmental issue, it is a justice and human rights issue, and it can only be overcome if the world becomes a more sustainable place.

According to the Intergovernmental Panel on Climate Change (IPCC) the world is at a 'carbon crossroads'. Sustainable development, because it is less harmful to our ecosystems, can help in the fight against climate change. Sustainable development will also help meet the needs of the poor and most vulnerable, now and in the future. The United Nations (UN) Global Goals for Sustainable Development (described in the Introduction on page 3) are a universal set of goals, targets and indicators that follow, and expand on, the Millennium Development Goals (MDGs), which expired at the end of 2015.

Additionally, 188 countries agreed at the COP21 conference in Paris in December 2015 to reduce their greenhouse gas emissions and limit the rise in global temperature to 1.5-2 degrees Celsius.



Thinking about Global Goals:

By 2030 ...

Take urgent action to combat climate change and its impacts (Goal 13)

Relevant targets:

- Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries
- Integrate climate change measures into national policies, strategies and planning
- Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning



DE teaching and learning activities:

There's something about Mary

Watch Mary Robinson's speech at the Climate Justice conference organized by Trócaire in 2015 (see Useful Links). Have a whole class discussion about what you have learned about climate change and climate justice, and the relevance of this for economic growth in Ireland and beyond.

Goal orientated

Choose one Global Goal and find out more about it. Prepare a PowerPoint or Prezi about this Goal, highlighting its' relevance for economic growth and including recommendations for business organisations about what they can do to achieve this Goal.

Country Fact File

Working in small groups create a class set of country fact files. Each fact file should include the following information:

- Historical and political data (key events and personalities – past and present)
- Geographical data (population, climate, landscape)
- Economic data (raw materials, industries, imports, exports)
- Ireland's relationship with them (through trade, aid, cultural exchange)
- Comment on economic development, state of society and environment, and the relevance of sustainable development for this country



Useful Links:

Background information:

- IPCC 5th Assessment Report - Climate Change: Action, trends and implications for business: cisl.cam.ac.uk/business-action/low-carbon-transformation/ipcc-briefings/pdfs/briefings/Science_Report_Briefing_WEB_EN.pdf
- Major corporations taking climate change more seriously by Alison Moodie for The Guardian: theguardian.com/sustainable-business/2015/oct/02/unilever-coca-cola-big-business-climate-change
- COP21 Paris Agreement – highlights: cop21.gouv.fr/en/les-mots-de-laccord/

There's something about Mary

- Mary Robinson's keynote speech at the Climate Justice conference (2015): trocaire.org/getinvolved/climate-justice-2015

Goal orientated

- Global Goals for Sustainable Development: globalgoals.org

Country Fact File

- National Geographic country facts: travel.nationalgeographic.com/travel/countries/
- World Bank database of countries around the world: worldbank.org/en/country

STRAND THREE: OUR ECONOMY

STRAND ELEMENT: USING BUSINESS SKILLS



Main Learning Outcome = 3.11

Students should be able to 'evaluate the benefits and costs of a government economic policy and assess who enjoys the benefits and who bears the costs'.



Background Information:

The government has control over some economic policies, while others are put in place because of external obligations, such as those agreed to in 2008 after the European Commission, the European Central Bank and the International Monetary Fund provided a financial bailout to the Irish government in the wake of the banking crisis.

The Irish Government has access to a range of types of economic policies: fiscal policy (affecting revenue through direct and indirect taxes); expenditure (for example, on the provision of public services like education or health); monetary policy (changes in interest rates); direct intervention (where the government establishes state companies to supply goods and services not supplied by the public sector, for example, Irish Water); trade policies (the Department of Foreign Affairs and Trade together with the Department of Jobs, Enterprise and Innovation work together to supporting export growth and encouraging inwards investment); and, regulation (for example, the Commission for Energy Regulation regulates or controls electricity, gas and water charges).

Economic policy is not an exact science, and regardless of the mix of policies chosen there are inevitably both benefits and costs, because of the balance between the different policies, the impact of external circumstances and how policies are enacted or enforced.



Thinking about Global Goals:

By 2030 ...

Strengthen the means of implementation and revitalize the global partnership for sustainable development (Goal 17)

Relevant targets:

- Strengthen domestic resource mobilisation, including through international support to developing countries, to improve domestic capacity for tax and other revenue collection.
- Assist developing countries in attaining long-term debt sustainability through coordinated policies aimed at fostering debt financing, debt relief and debt restructuring.
- Adopt and implement investment promotion regimes for least developed countries.
- Promote a universal, rules-based, open, non-discriminatory and equitable multilateral trading system under the World Trade Organisation.
- Significantly increase the exports of developing countries, in particular with a view to doubling the least developed countries' share of global exports by 2020.
- Realise timely implementation of duty-free and quota-free market access on a lasting basis for all least developed countries, consistent with World Trade Organisation decisions.



DE teaching and learning activities:

Get political

Access the website of a political party and read through their economic policies. Pick a policy that you think has both local and global relevance, for example, aid, trade, corporation tax or carbon tax. Evaluate your chosen policy using the following questions:

1. What issue is it trying to address (purpose)?
2. How did this issue come about?
3. Approximately how much money will this policy raise/cost?
4. Who benefits and who bears the cost?
5. How will the policy be enacted/enforced?
6. In your opinion is this policy fair? Why/why not?

Policy mindmap

Work together in small groups to mindmap your group's favourite government policy. At the centre place the policy. Use thicker branches to represent the economic, social and environmental benefits and costs. The branches emanating out of these should denote stakeholders who benefit, and those who bear the costs.

Check out a campaign

The Useful Links section has a list of campaigns linked to an economic policy. Check out one or more of these campaigns and decide whether or not they are worth supporting.



Useful Links:

Background information:

- One World, One Future – Ireland's Policy for International Development: irishaid.ie/about-us/policy-for-international-development/
- Government trade policy: dfa.ie/our-role/policies/trade-and-promotion/our-trade-role/
- Corporation tax: revenue.ie/en/tax/ct/
- Carbon tax: citizensinformation.ie/en/money_and_tax/tax/motor_carbon_other_taxes/carbon_tax.html

Get political

- Fianna Fail issues: fiannafail.ie/the-issues/
- Fianna Gael plan: finegael.ie/our-plan/the-plan/
- Green Party policies: greenparty.ie
- People Before Profit Alliance policies: peoplebeforeprofit.ie
- Renua policies: renuairreland.com/policy-documents/
- Sinn Fein policies: sinnfein.ie/policies
- Social Democrats policies: socialdemocrats.ie/policies/

Policy mindmap

- Online mindmapping tool: popplet.com

Check out a campaign

- Act now on 2015: actnow2015.ie
- ActionAid - Make Tax Fair: actionaid.org.uk/campaign/campaign-to-make-tax-fair
- Debt and Development Coalition - The People's Purse: debtireland.org/campaigns

Get Active/Get Engaged

Resources to support the teaching and learning of development themes using development education approaches are available from specific non-governmental websites or from platforms such as www.developmenteducation.ie.

There are a number of award programmes open to post-primary students engaged in action in the field of Business Studies. These include:

- **Worldwise Global Schools Global Passport** - worldwiseschools.ie
- **BT Young Scientist Exhibition** - btyoungscientist.ie/
- **ECO-UNESCO Young Environmentalist Award** - ecounesco.ie/what-is-the-young-environmentalist-award
- **Professional Development Service for Teachers (PDST) Young Economist of the Year Award** - pdst.ie/youngeconomist
- **Student Enterprise Awards** - studententerprise.ie/



WorldWise Global Schools (WWGS)

WorldWise Global Schools (WWGS) is the national programme for Development Education (DE) at post-primary level. It is a one-stop shop of funding, training, resources and guidance for post-primary schools to engage in DE.

WWGS is an initiative of Irish Aid (the Irish Government's programme for overseas development). WWGS is implemented through a consortium comprised of Gorta-Self Help Africa, Concern Worldwide and the City of Dublin's Education and Training Board Curriculum Development Unit.



Global Passport Award Programme

JOIN NOW!

The Global Passport Award is a Development Education (DE) quality mark, which offers schools a framework to integrate DE into their teaching and learning.

The Global Passport is a self-assessed and externally-audited accreditation for Development Education that is open to all post-primary schools in the Republic of Ireland.

There are 3 different types of passport you can apply for depending on your school's level of engagement with Development Education (DE):

1. **Citizen's Passport** – for emerging engagement with DE
2. **Diplomatic Passport** - for established engagement with DE
3. **Special Passport** - for exceptional engagement with DE

WHAT IS INVOLVED?

Rate your school's level of DE activity in 7 categories (passport 'stamps'). The total score achieved in all 7 stamps will determine which of the three passport types is awarded.

WHAT ARE THE BENEFITS?

- Externally audited DE quality mark for your school
- Validation and recognition for the DE work being done by your school
- Provision of a space for students to explore and take action on local to global issues.
- Opportunity to raise your school's profile by showcasing and celebrating DE

WHAT SUPPORTS ARE OFFERED?

WWGS provides a range of supports to assist schools in undertaking the Global Passport:

- Workshops and support visits
- Phone and email support
- Tailored resources, guides and practical examples on each of the Passport stamps

HOW DO I FIND OUT MORE AND APPLY?

For more information or to get involved please register your interest online or get in touch!

Website: www.worldwiseschools.ie

Email: global.passport@worldwiseschools.ie

Call: 01 5547447



For more information about WorldWise Global Schools and the opportunities the programme offers students, teachers and schools to engage with Development Education - particularly how to apply for our school award, the Global Passport - visit our website **www.worldwiseschools.ie**

For further DE resources and ideas for use in Business Studies classes, **visit developmenteducation.ie** - a searchable, subject-specific, age-appropriate, thematic database of DE classroom materials from early childhood upwards.

Contact the WWGS team

The WorldWise Global Schools team is available to provide advice, guidance, training and resources for development education in post-primary schools in Ireland.

WorldWise Global Schools, Kingsbridge House, 17-22 Parkgate Street, Dublin 8
www.worldwiseschools.ie | **Email.** info@worldwiseschools.ie | **Tel.** 01 685 2078



WWGS is being implemented through a consortium comprising Gorta-Self Help Africa, Concern Worldwide and the City of Dublin Education and Training Board Curriculum Development Unit.

gorta
Self Help Africa

CONCERN
worldwide

CDETb

