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| **Learning Outcome***From Specification***LO 2.1** - Identify different types of financial, cultural and social enterprise and appreciate the role each plays in society**LO 2.2** - Describe the skills and characteristics of being enterprising and appreciate the role of an entrepreneur in an organisation, in society and to the economy**LO 2.3** - Differentiate between employment, work and volunteerism, identifying and describing features, benefits, rewards and careers within each**LO 2.4** - Distinguish between the rights and responsibilities of employer and employee from a legal, social, environmental and ethical perspective | **Key concepts***Knowledge, Understanding skills and values***Knowledge****LO 2.1 – Different enterprise**1. **Financial enterprises:** Learners should have knowledge of various financial enterprises, such as banks, credit unions, insurance companies, investment firms, and microfinance institutions.
2. **Cultural enterprises:** Learners should be familiar with cultural enterprises, including museums, art galleries, theatres, music venues, cultural festivals, and heritage sites.
3. **Social enterprises**: Learners should have knowledge of social enterprises,

which are organisations that combine business principles with a social or environmental mission. **LO 2.2 – Skill and characteristic (Entrepreneur)**1. **Enterprising skills:** Learners should have knowledge of the skills associated with being enterprising, such as creativity, innovation, problem-solving, risk-taking, leadership, communication, and adaptability. They should understand how these skills contribute to entrepreneurial success.
2. **Role of an entrepreneur:** Leaners should have knowledge of the role of an entrepreneur in an organisation, which involves taking initiative, identifying opportunities, managing risks, and creating value. They should also be aware of the impact entrepreneurs have on job creation, economic growth, and innovation

**LO 2.3 – Employment, Work and Volunteerism**1. **Employment:** Leaners should have knowledge of employment as a formal arrangement where an individual provides services to an organization in exchange for wages or salary.
2. **Work:** Leaners should understand work as any productive activity that contributes to society, including both paid and unpaid work. They should be familiar with different forms of work, such as self-employment
3. **Volunteerism:** Leaners should have knowledge of volunteerism as the act of offering one's time, skills, and services without monetary compensation for the benefit of

others or a cause. **LO 2.4 – Right and Responsibilities**1. **Legal rights and responsibilities:** Learners should have knowledge of the legal framework governing employment relationships, including laws related to labour rights, workplace health and safety, fair wages, non-discrimination, and equal opportunity.
2. **Social rights and responsibilities:** Learners should be familiar with the social aspects of employment, such as fair treatment, respect, and the promotion of diversity and inclusion in the workplace.
3. **Environmental rights and responsibilities**: Leaners should have knowledge of the environmental impact of work and understand the responsibility of employers and employees to minimise their ecological footprint.

**Understanding****LO 2.1 – Different enterprise**1. **Role in society**: Learners should understand the role that each type of enterprise plays in society. They should recognise how financial enterprises facilitate economic activities, cultural enterprises contribute to the enrichment of communities, and social enterprises address social and environmental challenges.
2. **Economic and social impact:** Learners should comprehend the economic and social impact of different types of enterprises. They should recognise how financial enterprises contribute to economic growth, cultural enterprises enhance community well-being, and social enterprises foster social innovation and inclusivity.
3. **Financial enterprises:** They should understand the services they offer, such as savings accounts, loans, investment options, and insurance products.
4. **Cultural enterprises:** They should understand their role in preserving and promoting cultural heritage, arts, and entertainment.
5. **Social enterprises**: They should understand their focus on addressing societal issues and creating positive social impact through their products, services, or business models.

**LO 2.2 – Skill and characteristic (Entrepreneur)**1. **Characteristics of an entrepreneur:** Learners should comprehend the characteristics and traits commonly found in entrepreneurs, such as resilience, persistence, passion, self-motivation, and a willingness to learn from failure. They should understand how these characteristics contribute to entrepreneurial success.
2. **Entrepreneurial ecosystem:** Learners should understand the support networks, institutions, policies, and funding sources that facilitate entrepreneurship. They should recognise the importance of a supportive environment for fostering entrepreneurship.
3. **Economic contribution:** They should understand the importance of entrepreneurship in driving economic development and prosperity

**LO 2.3 – Employment, Work and Volunteerism**1. **Features:** Leaners should understand the distinguishing features of employment, work, and volunteerism. They should be able to differentiate the contractual nature of employment, the diverse nature of work arrangements, and the voluntary nature of volunteerism.
2. **Benefits:** Leaners should comprehend the benefits associated with each form of engagement. They should understand the financial benefits of employment, the personal fulfilment and skill development benefits of work, and the social and altruistic benefits of volunteerism.
3. **Employment:** Leaners should understand the concept of employee-employer relationships, contracts, and legal rights and obligations
4. **Volunteerism:** Leaners should understand the voluntary nature of volunteer work and the importance of community engagement.

**LO 2.4 – Right and Responsibilities**1. **Legal rights and responsibilities:** Learners should understand the rights and responsibilities that employers and employees have under these laws
2. **Social rights and responsibilities:** Leaners should understand the responsibilities of employers and employees in creating a positive work environment.
3. **Ethical considerations:** Learners should understand the ethical dimensions of employment relationships, including issues such as honesty, integrity, confidentiality, and respect for privacy.
4. **Balancing rights and responsibilities:** Learners should understand the need to balance the rights and responsibilities of employers and employees in order to create a fair and harmonious work environment.
5. **Interdependence:** Learners should comprehend the interdependence between employers and employees and understand the mutual responsibilities for achieving organizational goals.

**Skills** **LO 2.1 – Different enterprise**1. **Being creative:** Encourage learners to think creatively when exploring the skills and characteristics of being enterprising.
2. **Communication:** Provide opportunities for learners to practice written and oral communication skills through activities participating in group discussions.
3. **Managing information and thinking:** Foster critical thinking skills by challenging learners to assess the feasibility of business ideas, identify obstacles, and strategies for overcoming them.
4. **Working with others**: Emphasize the importance of collaboration and teamwork in entrepreneurship.

**LO 2.2 – Skill and characteristic (Entrepreneur)**1. **Being creative:** Encourage leaners to think creatively when exploring the skills and characteristics of being enterprising.
2. **Being literate:** Provide leaners with reading materials that cover the skills, characteristics, and qualities of successful entrepreneurs.
3. **Being numerate:** Introduce key financial concepts such as profit, revenue, costs, and pricing strategies.
4. **Communication**: Emphasize the importance of effective communication skills for entrepreneurs, such as presenting ideas, pitching business plans, or negotiating partnerships.
5. **Managing information and thinking**: Foster an entrepreneurial mindset by encouraging leaners to question assumptions, think creatively, and seek innovative solutions to business challenges.
6. **Managing myself and staying well:** Highlight the importance of personal qualities such as resilience, adaptability, and self-motivation in entrepreneurship.
7. **Working with others:** Facilitate discussions and activities that encourage leaners to appreciate the value of teamwork, networking, and building relationships in entrepreneurship.

**LO 2.3 – Employment, Work and Volunteerism**1. **Being creative:** Foster a classroom environment that values and rewards creative thinking and encourages learners to generate unique perspectives on various forms of engagement.
2. **Being literate**: Assign reading tasks that require learners to comprehend and analyse information about different forms of engagement, including their societal impact and individual rewards.
3. **Communication:** Emphasize the importance of effective communication skills in different contexts, such as job interviews, professional networking, expressing one's skills and interests.
4. **Managing information and thinking**: Teach learners how to gather, evaluate, and manage information about employment, work, and volunteerism.
5. **Managing myself:** Encourage learners to reflect on their own strengths, interests, and career aspirations within employment, work, and volunteerism.
6. **Working with others:** Assign group work that require learners to collaborate in teams to explore the features, benefits, rewards, and career paths within employment, work, and volunteerism.

**LO 2.4 – Right and Responsibilities**1. **Being creative**: Encourage learners to think creatively when exploring the rights and responsibilities of employers and employees.
2. **Being literate:** Engage leaners in discussions and debates about the implications of legal, social, environmental, and ethical factors on the employer-employee relationship.
3. **Being numerate**: Engage learners in discussions about the financial implications of fair compensation, employee benefits, or sustainable business practices.
4. **Communication:** Emphasize the importance of effective communication skills in addressing workplace rights and responsibilities.
5. **Managing information and thinking**: Teach leaners how to gather, evaluate, and analyse information related to the legal, social, environmental, and ethical dimensions of employer and employee rights and responsibilities.
6. **Working with others:** Facilitate discussions and activities that highlight the importance of teamwork, cooperation, and effective collaboration in addressing workplace issues.

**Values****LO 2.1 – Different enterprise**1. **Social responsibility:** Learners should value social responsibility and understand the importance of businesses and enterprises in addressing societal issues. They should appreciate enterprises that prioritise social and environmental sustainability and contribute positively to society.
2. **Cultural appreciation**: Learners should value cultural diversity and the preservation of cultural heritage. They should appreciate the role of cultural enterprises in promoting arts, heritage, and cultural expression.
3. **Ethical awareness**: Learners should value ethical behaviour. They should recognise and support enterprises that uphold ethical standards and contribute to the well-being of individuals and communities.

**LO 2.2 – Skill and characteristic (Entrepreneur)**1. **Entrepreneurial mindset:** Learners should value an entrepreneurial mindset characterised by initiative, resourcefulness, and a willingness to embrace challenges and opportunities. They should appreciate the importance of continuous learning, adaptability, and a growth mindset.
2. **Innovation and creativity**: Learners should value innovation and creativity as drivers of entrepreneurial success. They should recognise the importance of thinking outside the box, exploring new ideas, and finding innovative solutions to problems.
3. **Economic contribution:** Leaners should appreciate the economic contribution of entrepreneurs to job creation, wealth generation, and economic growth.

**LO 2.3 – Employment, Work and Volunteerism**1. **Work ethic**: Leaners should value the importance of a strong work ethic, whether in paid employment, self-employment, or volunteerism. They should appreciate the commitment, dedication, and professionalism required in any form of engagement.
2. **Social responsibility:** Leaners should value social responsibility and recognise the significance of volunteerism in contributing to the well-being of communities. They should appreciate the opportunity to make a positive impact through volunteer work.
3. **Personal growth and fulfilment**: Leaners should value personal growth and fulfilment in their chosen engagements. They should understand the importance of finding meaning, satisfaction, and alignment with their values in their work or volunteer experiences.

**LO 2.4 – Right and Responsibilities**1. **Fairness and justice:** Learners should

value fairness and justice in the workplace and recognise the importance of treating employees with respect and dignity. They should advocate for fair treatment and equal opportunities for all.1. **Social responsibility:** Learners should value social responsibility and the role of employers and employees in contributing to the well-being of society. They should recognise their responsibility to uphold social and environmental standards in the workplace.
2. **Integrity and ethical conduct:** Learners should value integrity and ethical conduct in employment relationships. They should prioritise honesty, transparency, and ethical decision-making in their interactions with others.
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| **Possible Learning Experiences***Rich learning experiences for learners, opportunities to develop Key skills and use formative assessment***Rich learning experiences for learners**1. Guest speakers and industry experts: Invite professionals from different financial, cultural, and social enterprises to share their experiences and insights with students. This can be done through in-person talks, webinars, or virtual conferences. Learners can learn first and about the various types of enterprises and their roles in society.
2. Field trips and site visits: Organise visits to financial institutions, cultural organizations, and social enterprises to provide students with a practical understanding of how these entities operate. They can observe the day-to-day functioning, interact with employees, and gain a deeper appreciation for the role played by each type of enterprise.
3. Case studies and real-world examples: Present learners with case studies and real-life examples that highlight the impact of financial, cultural, and social enterprises on society. This could involve analysing successful enterprises and discussing their contributions and challenges.

**Opportunities to develop key skills**1. Research and analysis: Assign learners projects that require them to conduct research on different types of financial, cultural, and social enterprises. They can analyse their findings, identify commonalities and differences, and present their insights to the class.
2. Critical thinking and problem-solving: Engage learners in activities that encourage them to think critically about the role of entrepreneurship in organisations, society, and the economy. Present them with hypothetical scenarios or real-world challenges that entrepreneurs face and ask them to develop innovative solutions.
3. Communication and presentation skills: Provide opportunities for learners to present their research, case studies, or solutions to their peers or in front of industry professionals. This will help them develop their communication and presentation skills, which are essential for entrepreneurial endeavours.

**Use of formative assessment**1. Group projects: Assign learners to work in groups and provide regular feedback on their progress. This will allow you to assess their understanding of different types of enterprises, their role in society, and the skills required to be an entrepreneur.
2. Class discussions: Facilitate discussions where learners can share their perspectives, insights, and questions related to the learning outcomes. Use these discussions as an opportunity to assess their comprehension and provide guidance or clarification where needed.
3. Reflection activities: Ask learners to reflect on their learning and write short reflections on how their understanding of financial, cultural, and social enterprises has evolved. This can be done through journals, online platforms, or class discussions. Use these reflections to gauge their understanding and provide targeted feedback.
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| **Evaluation of students learning**What will learners say, write or do to show their learning and understanding**What will students say to show their learning and understanding?**1. Participate in class discussions: Learners can actively engage in discussions about different types of enterprises, the skills and characteristics of being enterprising, the role of entrepreneurs in society, and the distinctions between employment, work, and volunteerism. They can express their opinions, provide examples, and share their understanding of the concepts.
2. Present their findings: Learners can prepare presentations where they identify and describe different types of financial, cultural, and social enterprises, explain the skills and characteristics of being enterprising, discuss the role of entrepreneurs in organizations and society, and highlight the rights and responsibilities of employers and employees.

**What will students write to show their learning and understanding?**1. Homework: Leaners can answer questions where they explore the role of different types of enterprises in society, discuss the skills and characteristics of being enterprising, analyse the impact of entrepreneurs on organizations and the economy, and evaluate the legal, social, environmental, and ethical aspects of employer-employee rights and responsibilities.
2. Case studies: Assign learners to analyse case studies that illustrate various types of enterprises, entrepreneurial endeavours, employment situations, or ethical dilemmas. They can exam the roles played by different stakeholders and considering the outcomes and implications of each scenario.

**What will students do to show their learning and understanding?**1. Conduct research projects: learners can undertake research projects on topics related to different types of enterprises, entrepreneurial skills, employment, or the rights and responsibilities of employers and employees. They can collect and analyse data, present their findings, and draw conclusions based on their research.
2. Role plays or simulations: Engage learners in role plays or simulations where they can take on the roles of entrepreneurs, employees, or other stakeholders. Through these activities, students can demonstrate their understanding of the skills, responsibilities, and dynamics involved in different scenarios.
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| **Learning Intentions** | 1. Define the enterprise
2. Define Financial, Social and Cultural enterprise
3. Explain the role of Financial, Social and Cultural enterprise
4. Illustrate the supports that are available to financial, social and cultural enterprise
5. Describe the skills and characteristic of an entrepreneur
6. Outline the reason why people start an enterprise
7. Identify the rewards and drawbacks of self-employment
8. Evaluate the role of the entrepreneur
9. Explain the difference between employment, work and volunteerism
10. Explain why people volunteer and the benefits of volunteering
11. Outline the difference between employment and self employed
12. Define the term unemployment
13. Explain the right and responsibilities of employers
14. Explain the right and responsibilities of employees
15. Define the term industrial relations
16. Outline why an employee would join a trade union
17. Explain the different types of Industrial Actions
18. List and explain the laws that protect employees’ skills
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| **Success Criteria** | 1. **Define the enterprise**
2. I can provide a clear and accurate definition of the term "enterprise" in the context of business studies.
3. I can use appropriate examples to illustrate the concept of enterprise.
4. **Define Financial, Social, and Cultural enterprise**
5. I can clearly explain the meaning of financial, social, and cultural enterprise.
6. I can differentiate between these types of enterprises, highlighting their unique characteristics and purposes.
7. **Explain the role of Financial, Social, and Cultural enterprise**
8. I can a demonstrate an understanding of how financial, social, and cultural enterprises contribute to the economy and society.
9. I can explain how each type of enterprise addresses specific needs and challenges.
10. **Illustrate the supports that are available to financial, social, and cultural enterprise**
11. I can identify and describe the various supports and resources available to financial, social, and cultural enterprises, such as funding, mentorship, and networking opportunities.
12. I can provide examples of organizations or initiatives that offer support to these enterprises.
13. **Describe the skills and characteristics of an entrepreneur**
14. I can identify and describe the key skills and characteristics that entrepreneurs possess, such as creativity, risk-taking, leadership, and resilience.
15. I can explain how these skills and characteristics contribute to the success of an entrepreneur.
16. **Outline the reasons why people start an enterprise**
17. I can identify and explain the different motivations and reasons why individuals choose to start their own enterprises.
18. I can provide examples and real-life scenarios to support the outlined reasons.
19. **Identify the rewards and drawbacks of self-employment**
20. I can clearly explain the benefits and advantages of being self-employed, such as independence, flexibility, and potential financial rewards.
21. I can discuss the challenges and drawbacks associated with self-employment, such as uncertainty, financial risks, and long working hours.
22. **Evaluate the role of the entrepreneur**
23. I can analyse and evaluate the importance of entrepreneurs in driving economic growth, job creation, and innovation.
24. I can provide examples of successful entrepreneurs and their contributions to society and the economy.
25. **Explain the difference between employment, work, and volunteerism**
26. I can clearly define and differentiate between the concepts of employment, work, and volunteerism.
27. I can provide examples to illustrate each concept and highlight their unique characteristics.
28. **Explain why people volunteer and the benefits of volunteering**
29. I can discuss the reasons why individuals choose to volunteer, such as personal fulfilment, skill development, and social impact.
30. I can outline the benefits that individuals and communities gain from volunteering.
31. **Outline the difference between employment and self-employment**
32. I can clearly distinguish between employment and self-employment, highlighting factors such as contractual arrangements, income sources, and level of independence.
33. I can provide examples and scenarios to illustrate the differences between the two.
34. **Define the term unemployment**
* I can provide a clear and accurate definition of unemployment, considering factors such as joblessness and the active search for employment.
* I can explain the impact of unemployment on individuals and the economy.
1. **Explain the rights and responsibilities of employers**
* I can identify and explain the rights that employers have in relation to managing their employees.
* I can describe the responsibilities that employers have towards their employees, including providing a safe working environment and fair treatment.
1. **Explain the rights and responsibilities of employees**
2. I can identify and explain the rights that employees have in the workplace, such as fair pay, equal treatment, and the right to join trade unions.
3. I can describe the responsibilities that employees have towards their employers, including fulfilling job duties and following workplace policies.
4. **Define the term industrial relations**
5. I can provide a clear definition of industrial relations, considering the interactions between employers, employees, and trade unions in the workplace.
6. I can explain the importance of maintaining positive industrial relations for a harmonious work environment.
7. **Outline why an employee would join a trade union**
8. I can identify and explain the reasons why employees might choose to join a trade union, such as collective bargaining power, protection of rights and interests, and access to support and representation.
9. I can provide examples of situations where trade unions have advocated for improved working conditions.
10. **Explain the different types of Industrial Actions**
11. I can describe various types of industrial actions that can be taken by employees or trade unions to address workplace issues, such as strikes, work stoppages, and go-slows.
12. I can discuss the purposes and potential impacts of each type of industrial action.
13. **List and explain the laws that protect employees' rights**
14. I can identify and describe relevant laws and regulations that protect employees' rights in the workplace, such as minimum wage laws, anti-discrimination laws, and health and safety regulations.
15. I can explain the purpose and significance of these laws in ensuring fair and equitable treatment of employees.

Top of Form |
| **Other Learning Experiences** | **LO 2.1 – Different enterprise**1. Research and analyse case studies of successful financial enterprises, such as banks, investment firms, or microfinance organisations. Discuss their impact on the economy and society.
2. Explore cultural enterprises, such as art galleries, museums, or cultural festivals, and examine how they contribute to preserving heritage, promoting creativity, and fostering social cohesion.
3. Investigate social enterprises that address social or environmental challenges, like fair trade organizations or non-profit community development initiatives. Assess their goals, strategies, and impact on communities.
4. Invite guest speakers from various enterprises to share their experiences and insights on their respective roles in society.

**LO 2.2 – Skill and characteristic (Entrepreneur)**1. Engage in entrepreneurial simulations or business plan competitions, allowing students to develop their own business ideas and pitch them to a panel of judges.
2. Conduct interviews or panel discussions with successful entrepreneurs from different industries to understand their journey, challenges faced, and the impact they have created.
3. Analyse case studies of well-known entrepreneurs or start-ups, examining their innovative ideas, risk-taking mindset, and the influence they have had on the economy and society.
4. Organise visits to local businesses or start-up incubators to provide students with firsthand exposure to entrepreneurial environments and to interact with entrepreneurs.

**LO 2.3 – Employment, Work and Volunteerism**1. Facilitate discussions on the distinctions between employment, work, and volunteerism, emphasizing the motivations, expectations, and rewards associated with each.
2. Invite guest speakers representing different employment sectors (private, public, non-profit) to share their experiences and career paths, highlighting the benefits and challenges of each sector.
3. Organise community service or volunteer projects to provide students with opportunities to engage in volunteerism and reflect on the personal and societal benefits that arise from such activities.
4. Assign research projects where students explore various careers, including traditional employment, self-employment, freelancing, and gig economy work. They can present their findings, highlighting the characteristics, demands, and rewards of each career path.

Top of Form**LO 2.4 – Right and Responsibilities**1. Conduct case studies or mock trials that simulate legal disputes between employers and employees, focusing on issues such as discrimination, workplace safety, or employee rights. Discuss the outcomes and the legal, social, and ethical implications of each case.
2. Engage in role-playing activities where students take on the roles of employers, employees, or arbitrators to negotiate and resolve workplace conflicts while considering legal, social, and ethical perspectives.
3. Assign research projects where students investigate and present on current workplace issues related to employee rights, environmental sustainability, or ethical practices in organisations.
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| **Evaluation of learning** | **LO 2.1 – Different enterprise**1. Written Assessment: Provide learners with a scenario or case study where they have to identify and explain the type of enterprise involved and its societal role.
2. Group Presentation: Assign groups of learner’s different types of enterprises,and have them present their findings on the role each type plays in society.
3. Class Discussion: Engage learners in a discussion where they can share examples of financial, cultural, and social enterprises, and explain their understanding of the roles these enterprises fulfil in society.

**LO 2.2 – Skill and characteristic (Entrepreneur)**1. Case Study Analysis: Provide learners with case studies of successful entrepreneurs and ask them to describe the skills and characteristics demonstrated by these individuals and their impact on organizations, society, and the economy.
2. Role Play: Assign learners the roles of entrepreneurs and have them demonstrate the skills and characteristics associated with being enterprising. After the role play, facilitate a reflection discussion on the role of entrepreneurs in different contexts.
3. Reflection Journals: Ask learners to maintain a journal where they reflect on the skills and characteristics they possess that align with being enterprising and discuss the potential impact they can have as future entrepreneurs.

**LO 2.3 – Employment, Work and Volunteerism**1. Research Project: Assign learners to conduct research on different forms of employment, work, and volunteerism. They can create a presentation or report highlighting the features, benefits, rewards, and potential career opportunities associated with each.
2. Role Play or Simulations: Organise a role play activity where learners can experience different forms of employment, work, and volunteerism. Afterward, engage in a debriefing discussion to identify and describe the features and benefits of each.
3. Personal Reflection: Ask learners to reflect on their own experiences or observations of employment, work, or volunteerism, and describe the features, benefits, rewards, and potential career paths they have noticed.

**LO 2.4 – Right and Responsibilities**1. Case Analysis: Provide learners with case studies that depict various workplace scenarios. Ask them to analyse the rights and responsibilities of both the employer and employee in each case, considering legal, social, environmental, and ethical aspects.
2. Group Discussions: Organise group discussions or debates on specific workplace scenarios or topics related to rights and responsibilities. Encourage students to explore different perspectives and develop arguments based on legal, social, environmental, and ethical considerations.
3. Role Play: Assign learners the roles of employers and employees in different scenarios. Ask them to demonstrate their understanding of rights and responsibilities while considering the legal, social, environmental, and ethical perspectives.
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| **Teacher Reflection/notes****LO 2.1 – Different enterprise**Reflection: Throughout the unit, learners actively engaged in identifying and discussing various types of enterprises. They demonstrated an understanding of the distinct characteristics and societal contributions of financial, cultural, and social enterprises. Their grasp of the roles played by each type in addressing economic, cultural, and social needs was evident during class discussions and written assessments.Notes: Some learner struggled to provide specific examples of cultural and social enterprises beyond the commonly known ones. Encourage further research and discussion to expand their knowledge in these areas.Provide more opportunities for students to explore real-life case studies or engage in field trips to observe and interact with different types of enterprises in their community.**LO 2.2 – Skill and characteristic (Entrepreneur)**Reflection: Learners actively participated in activities exploring the skills and characteristics of being enterprising. They demonstrated a clear understanding of how entrepreneurs contribute to organizations, society, and the economy. Through group presentations, discussions, and role plays, they showcased their knowledge of the key traits and abilities that define successful entrepreneurs.Notes: While most learners demonstrated a basic understanding of the skills and characteristics of being enterprising, encourage them to provide more concrete examples and relate these skills to real-life situations.Foster a deeper appreciation for the role of entrepreneurs by discussing the impact they have on job creation, innovation, and economic growth. Encourage students to research and present examples of successful entrepreneurs and their contributions to society and the economy.**LO 2.3 – Employment, Work and Volunteerism**Reflection: learners exhibited a solid understanding of the distinctions between employment, work, and volunteerism. They effectively identified and described the features, benefits, rewards, and potential careers associated with each category. Their engagement in research projects, role plays, and class discussions demonstrated their grasp of the topic.Notes: Some learners found it challenging to differentiate between work and employment, often using the terms interchangeably. Provide more clarification and examples to help them grasp the distinctions.Encourage learners to explore a wider range of careers within each category and discuss the specific skills and qualifications required for different types of work, employment, and volunteerism opportunities.Top of Form**LO 2.4 – Right and Responsibilities**Reflection: Learners actively engaged in analysing the rights and responsibilities of employers and employees from multiple perspectives. Through case analyses, group discussions, and role plays, they demonstrated a comprehensive understanding of the legal, social, environmental, and ethical considerations associated with these roles.Notes: Learners demonstrated a solid understanding of the legal rights and responsibilities of employers and employees. However, more emphasis could be placed on the social, environmental, and ethical dimensions to help students understand the broader impact of these relationships. Encourage students to explore and discuss case studies or current events that highlight ethical dilemmas or environmental responsibilities within the employer-employee relationship. |