

# Planning using Learning Outcomes

## Using the Business Studies Learning Outcomes to make the learning relevant for students

*‘The junior cycle allows students to make a greater connection with learning by focusing on the quality of learning that takes place and by offering experiences that are engaging and enjoyable for them, and relevant to their lives.’*

Junior Cycle Business Studies Specification Pg. 3

To demonstrate how we make learning relevant to 12 to 15 year old learners we will focus on Learning Outcome 3.2

3.2 **Explain** how individuals, **organisations** (for profit and not-for-profit) and the government work together to distribute **economic resources** used to produce goods and services

Using the glossaries within the specification we look up the action verbs and the business terms.

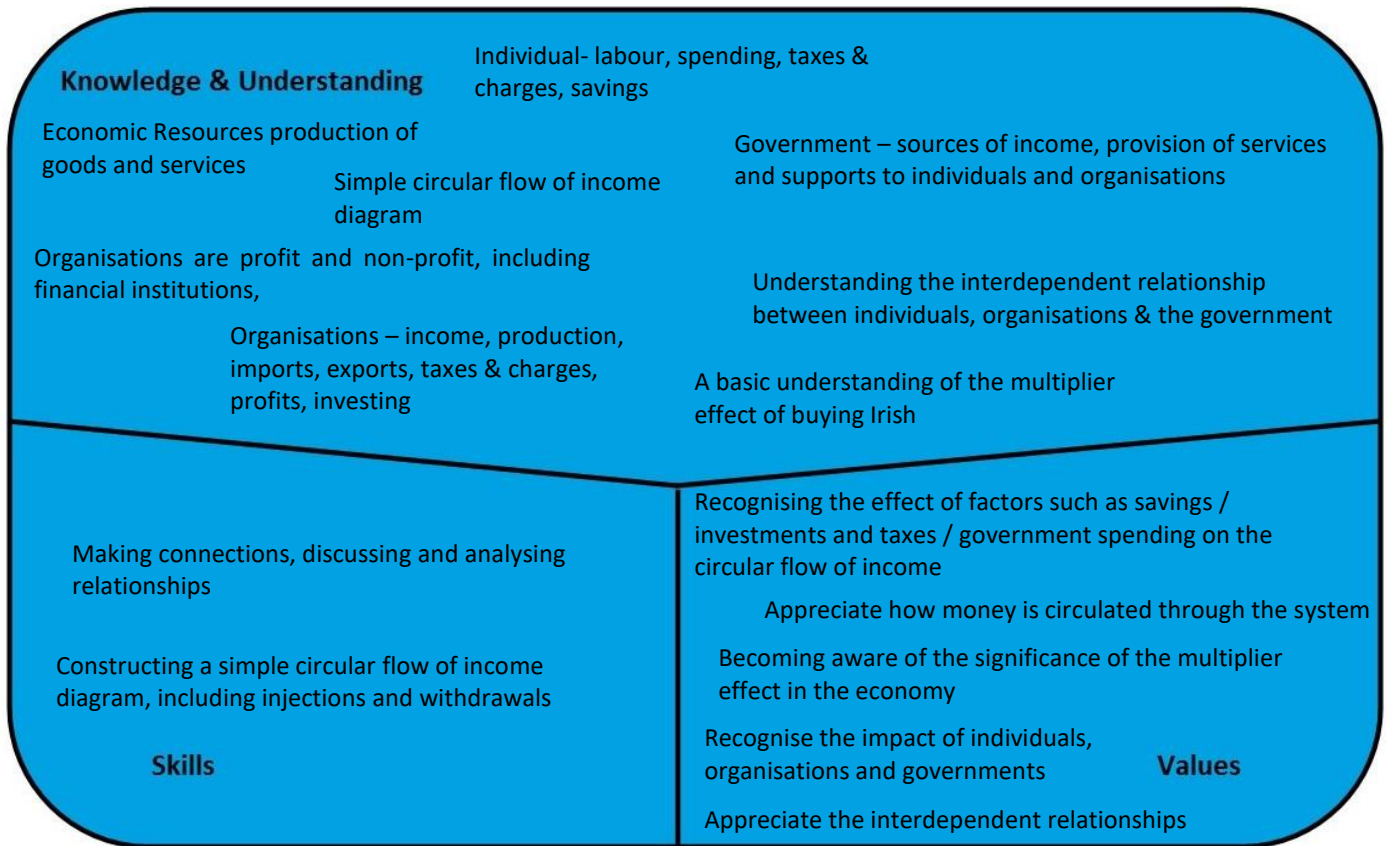
**Organisation:** An organised group of people with a particular purpose, such as a company or a government department. It can be a for-profit or a non-profit organisation and can include everything from a small owner-operated company such as a family restaurant, to a multinational company.

**Economic resources:** The factors used in producing goods or providing services. They are the inputs that are used to create things or help provide services including human resources and non-human resources, such as land, capital goods, financial resources, and technology.

**Explain:** give a detailed account including reasons or causes

Remember Learning Outcomes are statements that describe knowledge & understanding, skills and values students should be able to demonstrate after a period of learning.

**The following is an example of how one group of teachers unpacked Learning Outcome 3.2 bearing in mind their own students and context.**



The following are two possible resources that you could use when planning the learning around this outcome. These resources have been developed in conjunction with JCT Business Studies Associate teachers and have been made relevant for the 12 – 15 year old learner.

**Resource A** – Possible learning activity with resources materials

**Resource B**- An extension activity to making the learning relevant to a 12-15 year old may be through following the knock on effect of purchasing an Irish Made Sports Jersey and an Imported Foreign Made one. This could promote engagement and discussion in class thereby deepening the understanding developed in the learning activity.

## Resource A Flow of Money - Learning Activity

### **Learning Outcome in Focus:**

**3.2 - Explain how individuals, organisations (for profit and not-for-profit) and the government work together to distribute economic resources used to produce goods and services.**

### **Key Concepts:**

Circulation of Money, Impact of Personal Spending, Interdependent Relationships.

### **Learning Intentions:**

We are learning about

- How money flows between individuals, organisations and the government
- Interdependent relationships and recognising how our spending impacts on individuals, organisations and the government.

### **Learning Experiences:**

The teacher conducts a discussion in class about how money flows between individuals, organisations and the government by asking prompt questions using a context relevant to the students.

Students watch the [video](#) on the 'How money circulates?' and can be broken up into sections and played as many times as required. (There is potential here to flip your classroom by giving the Youtube link a number of days in advance for them to view as homework and to make initial observations)

The students organise themselves into groups of four and are given instructions before watching the [video](#) again.

As the video plays, each student notes the interactions of one of the following with money.

- Individuals
- Retailer / Manufacturer
- Financial Institution
- The Government

The students then share their observations in the group and another student completes the relevant section of the table mat, taking turns to report and scribe.

### **Developing Understanding**

The teacher then conducts a discussion that supports students in seeing the flow of money and then models another example of spending and its interactions as a diagram on the board.

**Student Assessment:**

**Task:**

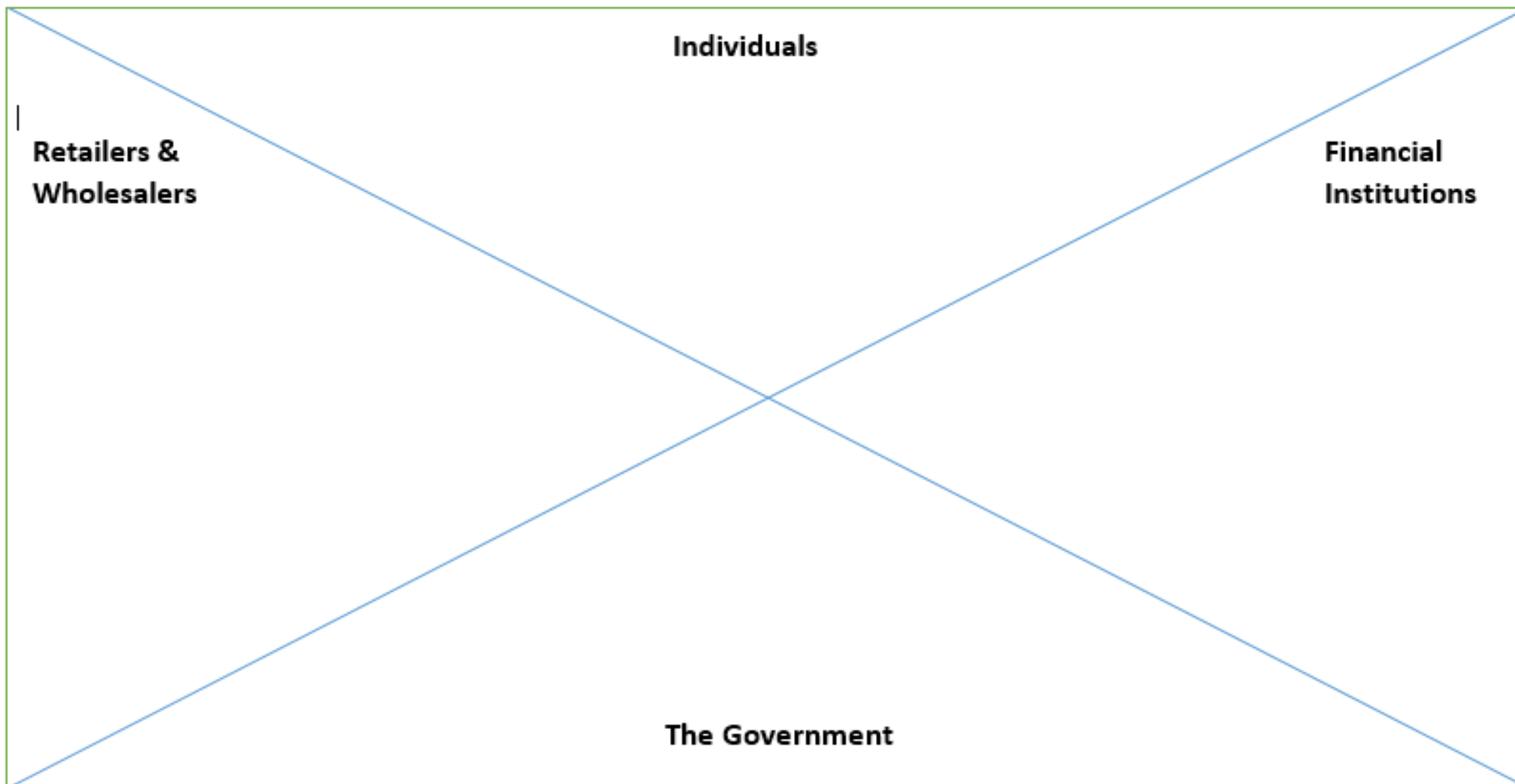
You are asked to consider a purchase (€20 +) you have made recently or plan to make, and describe using your own choice of method how the money you spent may have flowed through the various, individuals, organisations and the government.

**Success Criteria:**

- I have identified the individuals involved, the organisations involved and the role of the government in my example
- I have shown how money flows between the individuals, the organisations (retailers, manufacturers and financial institutions) and the government arising from my spending
- I have presented my work in a clear and informative manner using a presentation method of my choice



## Lens Activity for Flow of Money Video



Resource B

coggle



coggle

