

New Zealand Commerce & Economics Teachers Association Inc

**ceta**

Te Aka Pouhoko, Pouoha Tōpū o Aotearoa

Accounting  
Business Studies  
Digital Technologies  
Economics

# Business Studies Resource Catalogue

Educating young people who  
will be significantly different!

[www.nzceta.co.nz](http://www.nzceta.co.nz)

Email: [ceta.education@nzceta.co.nz](mailto:ceta.education@nzceta.co.nz)

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## **Business Studies Catalogue : Term 1 2021**

### **Year 9 & 10: NZC Level 5**

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**Should you have any queries, please do not hesitate to contact us.**

# Year 9 and 10 Business Studies Catalogue

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## Curriculum & School Programmes Business Studies Resources

<i>Title and Keywords</i>	<i>Code</i>	<i>Price</i>	<i>Description/Contents</i>
<p><b>Social Enterprise</b>  <b>Business where</b>  <b>Society Profits</b></p> <p><b>NZ Curriculum</b>  <b>Levels 5</b></p> <p><b>Suitable for</b>  <b>Business Studies as</b>  <b>well as Cross</b>  <b>Curricular such as</b>  <b>Social Sciences</b></p>	BB25	\$65.00	<p>Published 2018</p> <p>The Social Enterprise 46page student booklet (which could also be divided into topic resources) contains a range of information on the position of social enterprises in our society, and their increasingly significant role. This is an important topic for all teachers and students of business studies, and indeed as a cross curricular topic, to consider, as social enterprise provides a means to improve social wellbeing, environmental sustainability, and economic performance in New Zealand.</p> <p>Social enterprises are businesses that are changing the world for the better. This workbook will provide students with thought-provoking and motivating material on this important topic.</p> <p>This resource links with the New Zealand Curriculum and embodies the Values of:</p> <ul style="list-style-type: none"> <li>• <b>innovation, inquiry, and curiosity</b>, by thinking critically, creatively, and reflectively.</li> <li>• <b>diversity</b>, as found in our different cultures, languages, and heritages.</li> <li>• <b>equity</b>, through fairness and social justice</li> <li>• <b>community and participation</b> for the common good</li> <li>• <b>ecological sustainability</b>, which includes care for the environment.</li> <li>• <b>integrity</b>, which involves being honest, responsible, and accountable, and acting ethically.</li> </ul> <p><b>Specific Content:</b></p> <ul style="list-style-type: none"> <li>• Define social enterprise.</li> <li>• Understand the attributes of a social entrepreneur.</li> <li>• Understand examples of NZ and international social enterprises.</li> <li>• Research and complete an assessment on a social enterprise of their making.</li> </ul> <p><b>Contents:</b> What is a social enterprise? Who are social entrepreneurs? Case studies on New Zealand and international social enterprises and an assessment activity. The concluding assessment activity enables teachers to embed the digital technology curriculum into their programme of learning, with students presenting their evidence in either audio or video format.</p>
<p><b>Venture into</b>  <b>Enterprise</b>  <b>Edition 2, 2018</b></p> <p><b>NZ Curriculum</b>  <b>Levels 5</b></p>	BB3v2	\$75.00	<p>Edition 2 Published 2018</p> <p>This workbook, containing at least one terms work, will introduce your students to Business Studies in an interesting and practical way and would be a useful workbook to be used with a Year 9 or Year 10 Economics, Business Studies or Enterprise classes. This comprehensive ready-to-go workbook can be printed and given to each student in your class or used as individual class activities. Included is at least one term's work and incorporates classroom and research activities as well as homework activities. This resource could be used as part of the effective integration of all key competencies into your students' course. <b>Note this could easily be used as individual resources rather than in booklet format.</b></p> <p>A resource to save teachers hours of work and provide them with a refreshing and exciting course for their students. The workbook has already been successfully trialled, updated and improved.</p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• <i>information and activities on enterprise, entrepreneurs, innovation, patents, trademarks, intellectual property, profiles and case studies of entrepreneurs and entrepreneurial businesses, marketing, branding and social enterprise.</i></li> <li>• <i>Information required for students to set up and run their own enterprise/business, such as income and expenditure sheet, market research, descriptors, business card, income statement,</i></li> </ul>

<p><b>CETA Business Studies New Zealand Curriculum Level 5 Handbook</b></p>	<p>BB4</p>	<p>\$90.00</p>	<p><i>Revised 2012</i>  This comprehensive booklet has been developed to assist schools and teachers when designing and implementing programmes for Business Studies appropriate for The New Zealand Curriculum Levels 5 (Years 9 and 10). It covers the two Achievement Objectives required from Level 5 of The New Zealand Curriculum and the five Business Studies themes: Business Formation; Functions of Business; People in Business; Business Management; Business Environment, plus an introduction to Business. The two Achievement Objectives are incorporated into each of the themes. The booklet addresses all of the topics that need to be considered in programme design for scheme development, including definitions; documents to refer to and the appropriate steps to follow; teaching strategies; content development; learning experiences and assessment activities; incorporating the key competencies and values; resources; assessment considerations and programme evaluation. Also included are ideas on how to extend students, using Business contexts.</p>
<p><b>NZ Curriculum Levels 5</b></p>			
<p><b>Gifts of Wisdom</b></p>	<p>BB19</p>	<p>\$65.00</p>	<p><i>Published 2014</i>  <b><i>Inspirational Kiwis share their gifts of wisdom.</i></b>  How did Sam Morgan inspire his Trade Me staff? What made Sir Paul Callaghan such a good motivator? Why does 3M's culture of innovation work so well? Who conceived Treat Me?  The answers to these and other leadership, entrepreneurship, and culture challenges can be found in the booklet, <i>Gifts of Wisdom</i>, produced by Success Formula and market by NZCETA. NZCETA has produced a resource to support the booklet with activities relating to each of the contributors – BB20.  It is easy to read, built around replicas of the 35 original handwritten messages, complete with crossing out and quirky sketches. It is really refreshing to have something so personal in our digital age! The contributors make up a cross section of business leaders, from the famous and iconic like Rob Drury, Steve Maharey and Sir Anand Satyanand, to local business people. This colourful fabric of go-getters in New Zealand makes the booklet both interesting, and accessible, highlighting that great ideas really do come from any quarter.  Contributors:  Annah Stretton, CEO Stretton Group; Tony Falkenstein, CEO Just Water International; John Lyon, CEO Lumley Insurance; Sir William Gallagher, CEO Gallagher International; Sam Morgan, Founder Trade Me; Tim Alpe, Chief Jucifier JUCY; David McGregor, Senior Partner Bell Gully; Stephen Davies-Howard, CEO Davies Howard Consulting; Jonny Mole, Director Markitable New Zealand; Stu Barr, 1/3 of Goodnature; Rt Hon Sir Anand Satyanand GNZM, QSO; Rear Admiral Tony Parr, Chief of Navy; Shauna Swafford, Co-founder Harbourside Childcare Centre; Sarah Gibbs, CEO Trilogy; Bowen Pan, Co-founder Treat Me (division of Trade Me); Eric Hertz, CEO 2 Degrees; Brent Harley, CEO Piazza Limited; Sam Johnson, Founder Christchurch Student Volunteer Army; Paula Massey, Technical Specialist 3M; Elizabeth Milner, Nurse Manager and Wound Consultant, Total Care Health Services; Camilla Welch, CEO Label and Litho Ltd; Len Brown, Mayor of Auckland; Brian Thorrington, CEO Interface International; Fady Mishriki, CEO PowerbyProxi; Phil Kerr, Director McLaren Group; Rod Drury, CEO Xero; Steve Gianoutsos, CEO Mojo Coffee; Sir Paul Callaghan, Co-founder Magritek; Andy Hamilton, CEO the ICEHOUSE; Sir Ray Avery, CEO Medicine Mondiale; Same Knowles, Localist; Sonia Hawea, CEO Taikura Trust; Louise Webster, Director Ideas Accerlerator Ltd; Andrew Coy, Co-founder Magritek; Steve Maharey, Vice-Chancellor of Massey University, Afterword – Rt Hon John Key</p>
<p><b>One great idea can change your life</b></p>			
<p><b>All Levels</b></p>			

This booklet resulted from Global Entrepreneurship Week (GEW) which is held in November. The Chairman of GEW New Zealand Rob Acton says GEW-NZ focuses on three primary areas:

- Encouraging those with already entrepreneurial aspirations to act, just do it!
- Establishing in the minds of every young New Zealander that entrepreneurship can be a career choice that can fulfill dreams.
- Creating a culture of innovation and intrapreneurship within New Zealand established business – New Zealand needs more of our established companies to become globally competitive.

<b>Student Activities to Support Gifts of Wisdom</b>	BB20	\$50.00	<p><i>Published 2014</i></p> <p>This resource has been developed to support the booklet 'Gifts of Wisdom' encouraging students to read, think and consider each of the 35 inspirational CEOs contributions. There are opportunities for students to answer a range of questions, to give their own ideas, reflect on the CEOs comments and relate aspects to Business Studies terminology and concepts. It also allows some internet research. The resource will direct and encourage discussion covering many areas of the Business Studies Curriculum. It can be used at any level but for junior levels teachers may wish to select appropriate questions. It could be used individually or in groups, and could be used in-class, revision, homework, relief work or electronically. It is also possible for them to be used as individual worksheets. This resource will save teachers many hours of preparation and ensures that students gain the best possible outcomes from the booklet and enhance their understanding and learning in Business Studies.</p>
<b><i>One great idea can change your life</i></b>			
<b><i>All Levels</i></b>			

## Year 9 and 10 – Curriculum Level 4 and 5

### Resources

<i>Title and Keywords</i>	<i>Code</i>	<i>Price</i>	<i>Description/Contents</i>
<b>Café Tender Assignment Using the Internet</b>  <b>NZC Level 4/5</b>  <b>Theme: Functions of Business</b>	BS 07/1/6v2	\$30.00	Revised 2017 <i>Achievement Objective: Understand how economic decisions impact on people, communities, and nations.</i> Students create a tender to present to their local council. The council is offering funding for a café to be set up in the local aquarium. Students complete a range of activities including costing for café equipment and food/drinks using spreadsheets; marketing; health and safety; presentation planning; creating a menu and deciding on a name and theme for the café. Assessment criteria are included in the Assessment Cover Sheet. <i>Content: Resource Descriptor; How to Use; Assignment Brief; Spreadsheet Template; Assessment Criteria Cover Sheet</i>
<b>Getting a Job</b>  <b>NZC Level 4/5</b>  <b>Theme: People in Business</b>	BS 07/1/8v2	\$25.00	Revised 2017 <i>Achievement Objective: Understand how people seek and have sought economic growth through business, enterprise, and innovation.</i> This is a resource suitable for Year 9 or 10 Business Studies. The activities in this three lesson resource address sources of employment information, personal and job characteristics and applying for a job. A range of approaches are used for individual, pairs and group work. An assessment is included along with a cover sheet. Note Students will need access to the Internet. The resource is also suitable for Careers programmes. <i>Contents: Resource Descriptor; Unit of Work for 3 Lessons, including Lesson Aim and Objectives; Student Activities, including Task Sheets; Assessment; Assessment Schedule</i>
<b>How to Survive Financially at University</b>  <b>NZC Level 4/5</b>  <b>Theme: Business Management</b>	BS 07/1/10v2	\$25.00	Revised 2017 <i>Achievement Objective(s): Understand how economic decisions impact on people, communities, and nations.</i> This resource is designed to enhance students' personal financial skills. It is written for Year 10 students but can easily be adapted for students at other levels. The activity focuses on information on university websites and requires students to design a PowerPoint presentation on costs and ways to manage finances when studying. If a PowerPoint presentation is not suitable other methods could be used. Note also suitable for Financial Literacy programmes. <i>Contents: Resource Descriptor; Teacher Guidelines; Assessment Criteria; Student Brief; PowerPoint Template</i>
<b>Payroll</b>  <b>NZC Level 4/5</b>  <b>Theme: Business Management</b>	BS 07/1/5v2	\$25.00	Revised 2017 <i>Achievement Objective: Understand how economic decisions impact on people, communities, and nations.</i> This resource has a4-6ctivities that are created for the teaching of payroll requirements for an employer. They include the different pay methods available to employers; the calculation of gross and net pay; and questions based on the Inland Revenue requirements for employers concerning taxation. Suggested solutions are included. <i>Contents: Resource Descriptor; Payment Methods Activity; Pay Rates Activity; Inland Revenue Requirements Activity; Suggested Solutions</i>
<b>Busy as a Bee in Business</b>	BS10/1/1v2	\$40.00	Revised 2017 Business Studies is part of the Social Sciences learning area of The New Zealand Curriculum. This resource covers the People in Business theme. The activities are designed to reinforce the theory



**NZC Level 4/5**

**Theme: People in Business**

required as part of the NZCETA Junior Business Studies Handbook for Years 9-10 and the New Zealand Curriculum 2007. It is suitable for Level 5, Years 9 and 10. It meets Achievement Objective 1 at Level 5 – students will gain knowledge, skills, and experience to understand how people seek and have sought economic growth through business, enterprise, and innovation. In particular it looks at the theme of People in Business which states that students will understand how people and business interact. The activities would be a part of a unit of work and some prior teaching would probably be necessary. It is suggested that the activities would cover three hours learning time. Solutions are included for Activities 1 and 2. However, teachers should consider a variety of acceptable answers depending on students' own prior thinking, knowledge, and experiences. Links to the New Zealand Curriculum are included. The key competencies developed in this unit of work are *Relating to Others* and *Thinking*. Suggestions of how these are developed throughout the activities are provided.

Contents: Teacher Notes; Links to The New Zealand Curriculum; Business Case Study; Activities 1, 2 & 3

**Communication Skills**

BS10/2/1v2 \$35.00

*Revised 2017*

This resource contains four activities and assessment notes to assist in teaching the topic of communication for Years 9 and 10. Students will be introduced to the basics of business communication, its importance and how to make it effective. It links with People in Business Level 5 as part of the NZCETA Junior Business Studies Handbook. In particular it focuses on how people communicate in business.

Contents: *Teacher Notes; Teacher Guidelines; Curriculum Links; Key Competencies; Content Development; Activities and Assessment Notes*

**NZC Level 4/5**

**Theme: People in Business**

**The Clever Consumer**

BS14/2/1v2 \$35.00

*Published 2017*

This resource is designed to be used to teach NZC Level 4 and Level 5 Years 9 and 10, as part of a junior Business Studies programme. In particular it focuses on consumer law (Fair trading act and Consumer guarantees act) and contracts.

It is suggested that the theory and activities would take approximately 8 hours of teaching and learning time.

While it is good teaching practice to use the slideshow to assist your teaching, but not be the complete focus of your teaching and learning programme and this is an ideal topic to discuss your own experiences with consumer law and get the students to discuss theirs, as every student has bought a good or service at some point.

This resource contains PowerPoint notes and activities to accompany the teaching of consumer law and contracts in a junior business course. Activities are designed to be used throughout the teaching of this topic and provide students with the opportunity to apply knowledge learnt in class, while working with others. The resource includes a variety of activities from case studies and mix and matches, to 'Battle of the breaches', a game where students need to pick which aspect of the CGA has been breached.

It links with the New Zealand Curriculum and in particular embodies the principles of high expectations, community engagement, coherence and future focus. It meets Achievement Objective: Level 4 - Understand how producers and consumers exercise their rights and meet their responsibilities. It addresses the theme People in Business Level 5 - as detailed in the NZCETA Level 5 Business Studies Handbook – Students will develop an awareness of the rights and responsibilities of producers and consumers within the marketplace.

**Specific Content**

- Identify breaches of the Fair-Trading Act.



- Discuss what remedies are available for consumers when the Fair-Trading Act has been breached.
- Identify goods and services covered by the Consumer Guarantees Act
- Identify situations where the Consumer Guarantees Act does not apply.
- Identify and explain breaches of the Consumer Guarantees Act
- Discuss what remedies are available for consumers when the Consumer Guarantees Act has been breached.
- Discuss, using examples, the seven essential elements of a contract.
- Identify if a valid contract exists, and if not, explain why.

**Show Me the Money**    BS14/2/2v2    \$35.00

*Published 2017*

**NZC Level 4/5**

This resource is designed to be used to teach NZC Level 4 and Level 5, Years 9 and 10, as part of a Business Studies programme. In particular it focuses on money, its history, functions, qualities and exchange rates. It is suggested that the theory and activities would take approximately 8 hours of teaching and learning time. The resource contains PowerPoint notes and activities to accompany the teaching of Money. The activities provide students the opportunity to reinforce content learnt in class. It also gives students the opportunity to work with others. There is a variety of activities aimed at providing students with an interesting and interactive approach to learning and incorporating the key competencies. This resource links with the New Zealand curriculum and in particular embodies the principles of high expectations, community engagement and cultural diversity. It meets Achievement Objective: Level 5 - *Understand how people seek and have sought economic growth through business, enterprise, and innovation.*

#### **Specific Content**

- Describe the history of money.
- Explain what barter is and the problems associated with this process.
- Give examples of commodity money and describe why money was developed.
- Describe what legal tender is.
- Identify security features on New Zealand banknotes
- Identify and describe the functions of money.
- Identify and describe the qualities of money.
- Identify other countries' currencies.
- Calculate amounts using exchange rates.

**The Ins & Outs of Production**    BS19/1/4    \$40.00

**NZC Level 4/5**

This resource contains PowerPoint notes and activities to accompany the teaching of Production in a Year 9/10 Business Studies course. Activities are designed to be used throughout the teaching of this topic and provide students with the opportunity to apply knowledge learnt in class, while working with others. This resource includes a variety of activities, from resource classification and calculating productivity to entrepreneur research and a practical division of labour activity. It links with Functions of Business Level 5 as part of the NZCETA Junior Business Studies Handbook and in particular focuses on resources, production and productivity. This resource was originally BS 14/2/3 which has now been removed and this resource has been completely revised using some of the original resource. This resource is designed to be used to teach NZC Level 5, Years 9 and 10, as part of a Junior Business Studies programme. In particular, it focuses on production, productivity, and the production process. It is suggested that the theory and activities would take approximately

8 hours of teaching and learning time.

### Specific Content

- Define and provide examples of different types of resources.
- Explain why a resource is classified as natural, human, or capital.
- Work as a team to create a vegetable car.
- Define and identify the difference between renewable and non-renewable resources.
- Define sustainability and describe if resources are sustainable or not.
- Define inputs and outputs and give examples for specified products.
- Define and identify examples of 'labour intensive' and 'capital intensive' production.
- Define and calculate productivity.
- Identify and describe factors that improve productivity, including describing the advantages and disadvantages of division of labour.

## Exploring the Marketing Mix

BS14/4/6v2 \$35.00

*Published 2017*

This resource contains a variety of activities to assist in teaching the topic of The Marketing Mix for NZC Level 5, Years 9 and 10 and Level 6, Year 11.

### NZC Level 5

Students will explore the basics of the marketing mix, its importance and relate it to a number of goods and services, and businesses. It links with Functions of Business – Aspects of Marketing Level 5 as part of the NZCETA Junior Business Studies Handbook

In particular it focuses on how a variety of businesses use the marketing mix for their chosen products.

The activities are designed to be between 5-40 minutes each and students can complete all the activities or be given a set number. Students can also work at their own pace, in any order to minimise resource needs. Some activities could also be adapted to be delivered in a larger class group. The resource links with the New Zealand Curriculum and in particular embodies the Principles of Learning to Learn, Coherence and Future Focus. It meets Achievement Objective: Level 5 – Understand how people seek and have sought economic growth through business, enterprise, and innovation. It addresses the theme Functions of Business – Aspects of Marketing as detailed in the NZCETA Junior Business Studies Handbook. It also links to Level 6 Learning Objective 6-1 – Understand how, as a result, of internal and external factors, small business owners make operational decisions that have consequences for the success of their business. (See Senior Secondary Teaching & Learning Guide). Teacher guidelines are included.

At conclusion of this topic students should be able to:

- Describe and evaluate the use of separate components of the marketing mix in relation to a target market and/or product.
- Describe and evaluate the type of production/distribution used for goods/services.
- Describe the concept of sustainability/kaitiakitanga in relation to production and promotion of a good/service.
- Reflect on their own methods of learning.

## Sustainability

CC 17/1/1 \$40.00

*Published 2017*

*Achievement Objective:* Business allocation and management of resources

### NZC Level 5

It is becoming increasingly important for New Zealand businesses of all sizes to focus on business sustainability. This resource includes a student workbook which will help students to understand this aspect of business life. The workbook has information for students on a range of topics within the theme of business sustainability. Activities for students to complete as they work their way through the workbook



are also included. The teacher PowerPoint will assist teachers in guiding their students through this relevant and interesting area of business studies. It links with People in Business Level 5 as part of the NZCETA Junior Business Studies Handbook.

This resource is designed to be used to teach NZC Level 5, Years 9 and 10 Business Studies, as part of a Junior Business Studies programme. In particular, it focuses on how businesses communicate with their stakeholders through sustainable business practices. It is suggested that the theory and activities would take 5 hours teaching and learning time.

**Specific Content:**

- define business sustainability and the range of themes embodied in the definition.
- identify businesses which are operating sustainably within the students' local community and within NZ.
- understand the importance of NZ businesses moving towards an ethos of sustainability.
- develop research skills.

**Sustainability & Social Enterprise**

CC 18/2/1 \$40.00

This resource is designed to be used to teach NZC Level 5, Year 9 and 10 Business Studies as part of a Junior Business Studies programme. In particular it focuses on **sustainability and social enterprise**.

- The resource includes the following specific outcomes:
- Identify stakeholders of a business.
- Understand how businesses impact the world we live in, both positive and negative
- Develop solutions to a problem.
- Understand that solutions involve exploring their advantages and disadvantages.
- Develop presentation skills.

The activities included are.

- Shareholder Activity
- Mix & Match.
- Negative Impacts
- Word Search
- Trash to Treasure
- Group Research

**NZC Level 5**



**Creative Problem-Solving Strategies in Business**

CC 19/3/1 \$50.00

**Achievement Objectives(s)** *Understand how people seek and have sought economic growth through business, enterprise, and innovation.*

Creative Problem Solving is a critical skill that can be applied in any situation that requires solutions to problems. It is the key to effective innovation, which is essential in today's rapidly changing business environment. This resource begins by introducing students to the theory of Creative Problem Solving, along with similar models such as Design Thinking, Lean Start-up and Agile. The Ideation presentation provides essential elements for effective brainstorming. This technique is often used but we tend to assume students know how to brainstorm effectively. The presentation concludes with two brainstorming challenges. This resource uses a connected curriculum approach to explore and apply the Creative Problem-Solving strategy. Both activities involve creative and innovative technologies to encourage students to create authentic solutions. The App Design Challenge allows students to create working mobile apps without having to learn coding. The 3D challenge introduces students to CAD design, requiring them to make 3D prototypes of their solutions. The software tools used for these challenges are free and highly effective. Both challenges go beyond innovating product ideas and require students to prepare a basic marketing plan and pitch their ideas. Resources for guiding the students through either challenge are

**NZC Level 5**

Creative Problem Solving is a skill which is essential in all Learning Areas. By changing the context, this resource could easily be adapted and used in other topics or

subject areas.



included in the presentations.

Throughout the unit, there are a number of challenges. These start with smaller challenges with less at stake so that students can become confident with their collaboration within teams, and in their presentation of ideas to the rest of the class. The main two challenges, App Design Challenge and 3D Prototype Challenge require considerably more work so would ideally have more significance in terms of the final pitch. Using the marking criteria provided gives them a clear idea of what is expected. Inviting guest judges also provides an indication of the increased significance of these pitches. This could be their dean, the principal, or an expert from a related industry. The 3D Prototype Challenge uses free cloud software called [TinkerCad](#) for the CAD design. This is free to use and students can set up accounts using their school email, and then sign in with their Microsoft or Google accounts. Students may already be familiar with TinkerCad, but there are excellent learning tutorials provided on the site. Ideally all students should familiarise themselves with the software and there is an initial activity in the presentation requiring them to design a personalised bag label. As students move in to challenge stage it is expected that members will be delegated different tasks. The experts can use the program to create the prototype while others can develop the marketing plan or work on a presentation for the pitch. Ideally, the prototype would be 3D printed, but where a printer is not available screen shots from TinkerCad can be used in the presentation to display the prototype design. The App design also uses free cloud software called App Sheet and requires students to have cloud storage such as google drive, one drive or drop box. The design starts with setting up a spreadsheet using either google sheets and excel and saving it in their cloud storage. App Sheet then links to the spreadsheet, and automatically creates a basic app. Further refinements increase the sophistication of the app, which can then be uploaded to either an apple or android device for testing. App Sheet works differently depending on the spreadsheet, so there are different presentations for students using excel or google sheets. The presentation guides all students through the setup of a personal homework app, and ideally, all students should work through this case study. As with the 3D challenge, the final app design could be done by a team member more comfortable with the software while others could work on the marketing or pitch presentation. It is strongly recommended that the teacher works through the case study ahead of the class so they can provide support for your students.

Contents: Resource Descriptor; Creative Problem-Solving Overview Ideation Strategy; App Challenge Excel; App Challenge Google Sheets; 3D Prototype Challenge

**Connected Curriculum: Creative Problem Solving is a skill which is essential in all Learning Areas. By changing the context, this resource could easily be adapted and used in other topics or subject areas.**

## What's an Entrepreneur?

CC 19/3/3 \$50.00

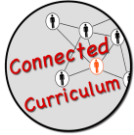
This consolidation pack provides teachers with practical student-centred activities for the classroom. The aim of the pack is to provide teachers with activities to use to consolidate the skills and knowledge, students have gained through learning about entrepreneurship. Each activity provides students with the opportunity to reinforce the content learnt and gives them the opportunity to work independently or collaborate with others. Included is a variety of activities aimed at providing students with an interesting, challenging, and interactive approach to learning, while incorporating the key competencies.

## NZC Level 5

*Suitable for Business Studies &*

Students will enjoy a variety of learning opportunities provided for in this pack which includes a PowerPoint summary of entrepreneurship,

*Economics as well as Integrated Connected Curriculum such as Social Sciences*



with activities scattered throughout to consolidate their learning. These activities range from Looking Back at the History of Entrepreneurship in New Zealand, solving the economic problem through entrepreneurship, starting a small business (what are the requirements), looking at who is an entrepreneur (researching famous entrepreneurs), and thinking about entrepreneurship from a people, planet and profit approach. These activities have been designed to help students engage with the content that has been taught and to connect entrepreneurship outside the classroom.

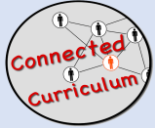
Resources are practical and most require some preparation before using in the classroom.

A PowerPoint covers a number of concepts relating to Entrepreneurship in a New Zealand context. The PowerPoint starts by getting learners to look at the history of Entrepreneurship in New Zealand, encouraging learners to look in the past and research the significance of entrepreneurship from both a Maori and Pakeha perspective. By doing this the students are able to connect to other curriculum areas such as History and Te Reo Maori. The next topic gets the learners to look at entrepreneurship from an economy point of view. Why is entrepreneurship so important to the economy that the learners live in? What is the significance of entrepreneurship to the New Zealand economy? Following this topic, the learners are then to look at the difference between an entrepreneur and an employee, compare and contrast the two, this is important as it likely that the learners will experience both of these roles within their working life. The next topic looks at who is an entrepreneur, this topic enables the learners to study entrepreneurs, looking carefully at the characteristics and skills that entrepreneurs commonly have. The last topic informs the learners that in today's modern world with increasingly scarce resources entrepreneurship is just not all about the profit, it is also about the planet and the people. Learners are asked to explore social entrepreneurship and given the chance to become a social entrepreneur by solving a problem within their community. Throughout the PowerPoint and activities learners are asked to think critically, brainstorm, work collaboratively, story tell, connect to other curriculum areas and participate and contribute.

<b>The Project</b>	CC 18/3/4	\$60.00	<p>“The Project” aims to connect the curriculum through project-based learning. This connected curriculum pack contains activities that directly connect Economics, Business Studies and Accounting together, however there is the opportunity to use other learning areas to help students connect the knowledge that they already have. “The Project” is based on a Market Day activity were students will learn about different aspects of a business, apply that knowledge to carry out their business and then reflect on what they have learnt.</p>
<p><b>NZC Level 5</b></p> <p>There are other learning areas (Level 5) that can be incorporated into this resource, and these can, but are not limited to, include:</p> <ul style="list-style-type: none"> <li>- English (Speaking, Writing, and Presenting - Select and use a range of language features appropriately, showing an understanding of their effects).</li> <li>- The Arts (Developing ideas, communicating and interpreting)</li> <li>- Health and Physical Education (People and the environment)</li> </ul>	<p>This pack includes PowerPoints, student activities, suggested solutions, and “The Project” activity. It is designed for you to work through the teaching and learning material which will assist students in completing the overall activity. You may also decide to run a theoretical business, where students design the product and create a business plan, or you may choose to complete individual sections for consolidation.</p>	<p>This resource is aimed at Level Five of the curriculum and can be used as a starting point for Level Six.</p>	<p>The resource is designed to be used to teach NZC Level 5, Year 10 Economics, Business Studies, and Accounting, as part of a Junior Business Studies programme. In particular it focuses on the functions of a business.</p> <p>It is suggested that the theory and activities would take approximately one term of teaching and learning time. However, this is dependent on</p>



- Mathematics and Statistics (Statistical investigation)
- Science (Chemistry and Society)
- Social Science
- Technology (Technological products)



how you chose to use the resource.

There are nine PowerPoints:

- Roles within businesses
- Product Ideation
- Your Business
- Market Research
- Demand
- Costing
- Marketing
- Preparing for Market Day
- Income Statement

There are also a variety of student activities:

- Identify your skillset.
- Role cards and Reflection
- Coming up with an idea
- Your business
- Consumer Demand (with Suggested Solutions)
- Breakeven Calculations (with Suggested Solutions)
- Packaging
- Pricing Strategies (with Suggested Solutions)
- Promotion
- Income Statement (with Suggested Solutions)
- "The Project"

#### Specific Content

- Choose groups based on the skills they have to offer.
- Develop a product.
- Conduct and interpret Market Research.
- Prepare a Demand Schedule and a Demand Curve
- Explain a Demand Curve
- Calculate Breakeven per unit
- Identify a Target Market
- Discuss Product, Price, Place, and Promotion
- Carry out a Business.
- Prepare an Income Statement
- Create a Business Plan
- Reflect on how they worked in a group and on running a business.