**NZ ENTREPRENEURS AND CHINA**

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| **OBJECTIVES** | | | |
| **Achievement Objectives:**  Understand how people seek and have sought economic growth through business, enterprise and innovation | | **Year Level:** 10  **Curriculum level:** 5  **Unit Duration**: 2 weeks | |
| **INTEGRATION INTO OTHER LEARNING AREA** | | | |
| **Values:**  Excellence  Innovation, inquiry, and curiosity  Diversity  Integrity  Respect | **Key Competencies:**  [Thinking](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#thinking)  [Using language, symbols, and texts](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#language)  [Managing self](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#managing) | | **Principles:**  [**High expectations**](http://nzcurriculum.tki.org.nz/Principles/High-expectations)   [**Cultural diversity**](http://nzcurriculum.tki.org.nz/Principles/Cultural-diversity) [Learning to learn](http://nzcurriculum.tki.org.nz/Principles/Learning-to-learn) [Coherence](http://nzcurriculum.tki.org.nz/Principles/Coherence)  [**Future focus**](http://nzcurriculum.tki.org.nz/Principles/Future-focus) |
| **Unit Focus:**  Entrepreneurship and Enterprise connections between NZ and China | | **Context:**  Business with and within China | |
| **Conceptual Understandings:**  Business opportunities, risk taking | | **Concepts:**  Global entrepreneurship, enterprise, market research, globalisation, business | |

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| **LESSON 1:** Establishing prior knowledge | |
| **Lesson focus:** Students will share what they know about entrepreneurship and enterprise | |
| **Concepts:** Entrepreneurship and enterprise | |
| **Suggested activities** | **Resources** |
| * Pre-test for prior knowledge * Introduce concept of entrepreneurship * Introduce concept of enterprise * Short video on entrepreneurship | Pre-test using bus stop activity (A3 paper with questions around room)  <https://www.ted.com/talks/maya_penn_meet_a_young_entrepreneur_cartoonist_designer_activist?language=en> |

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| **LESSON 2:** Entrepreneurial links | |
| **Lesson focus:** Students will discover entrepreneurial links between New Zealand and China | |
| **Concepts:** Global entrepreneurship, globalisation | |
| **Suggested activities** | **Resources** |
| Explain connections between NZ and China Discuss.  Read and discuss Live the Dream articles | Equipping your child to thrive in the Asian Century video:  <http://www.asianz.org.nz/about-us/our-programmes/education>  Interesting articles on Live the Dream:  <http://www.stuff.co.nz/business/better-business/66363961/young-entrepreneurs-offer-ideas-to-brighten-nz>  <http://auckland.scoop.co.nz/2015/02/young-social-entrepreneurs-build-up-to-final-showcase/> |

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| **LESSON 3:** How to do business in China | |
| **Lesson focus:** Students will research information on doing business in China | |
| **Concepts:** Global entrepreneurship, business, market research | |
| **Suggested activities** | **Resources** |
| Pairs research and write report  Should include:   * NZ – China Free Trade Agreement * Customs, language, political and religious differences * Import and export issues * Aid, grants and other development help | <http://www.chinafta.govt.nz/> |

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| **LESSON 4:** Entrepreneurial inquiry | |
| **Lesson focus:** Students will carry out an inquiry on a NZ entrepreneurial enterprise trading in China | |
| **Concepts:** Global entrepreneurship, enterprise, business, globalisation | |
| **Suggested activities** | **Resources** |
| Individual entrepreneur inquiry  Student choice:   * Springfree Trampolines * Rare HQ * Boost Agile * Zespri * Other appropriate options | websites:  <http://www.springfreetrampoline.co.nz/>  <http://rarehq.com/>  <http://www.boostagile.com/>  <http://www.zespri.com/>  (multiple articles can be found for most of these businesses online) |

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| **LESSON 5:** Findings of inquiry | |
| **Lesson focus:** Students will present findings | |
| **Concepts:** Global entrepreneurship, enterprise, business, globalisation, market research | |
| **Suggested activities** | **Resources** |
| Students present their inquiry findings either to class or in groups  Students will peer assess each presentation |  |