

Entrepreneurship in the Labour Market

60 minutes

Strand 1.2: Understanding my Progression Opportunities

Reflecting

Outcome LCW.M1.S2.WORK.6

WHAT THIS LESSON DOES

You take a gap you have already noticed, sort entrepreneur from intrapreneur, and follow it to a payer, then write an honest Entrepreneurship Reflection.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S2.WORK.6	describe the role of entrepreneurship within the labour market.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Define entrepreneurship and distinguish entrepreneur from intrapreneur
- Spot a real unmet need you have noticed locally
- Follow one real gap to who benefits, who would pay, and roughly how much

KEY TERMS

Term	What it means here	For example
Entrepreneurship	Spotting an opportunity and pursuing it to create new value: a product, a service, or a better way of doing something, rather than waiting for someone else to fix the gap.	A student notices nobody near their school sells healthy lunches after 1pm and starts a small pre-order service for classmates
Intrapreneur	Someone who spots opportunities and creates new value inside an organisation they already work for, without owning the business themselves.	A shop-floor worker who designs a better returns process their employer then rolls out across branches
Opportunity	A real gap or unmet need that someone would benefit enough from to pay for a solution, not just a complaint, and not just an idea that sounds clever.	Parents struggling to find reliable after-school care for two hours twice a week in a small town

BEFORE THE BELL

- Run the three scenarios from the platform scenario cards activity (no printouts required). If the platform is down, project the three stories and take oral options.
- Ensure the Strand 1.2 Digital Portfolio folder is accessible. Place a blank Entrepreneurship Reflection template there if your school uses one; otherwise students create Entrepreneurship Reflection[Surname]_M1U2L22 .
- Have the Strand 1.2 portfolio folder open on the board so students know where the document lives. If your school uses a blank template, place it there before class. If no school template exists, students create a new file named Entrepreneurship Reflection[Surname]_M1U2L22 .
- On screen this lesson: scenario cards.

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HOW THE LESSON RUNS

5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Spot the Gap, Follow the Money
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open with a 60-second show of hands: *who has noticed something broken, missing, or annoying in their town, school, or workplace in the last month?* Do not collect ideas yet; the point is that the room already has raw material.

Name the cycle phase out loud: this is a reflecting lesson. They will not be writing a business plan.

5 min Key Terms

Spend the five minutes on the difference between **entrepreneur** and **intrapreneur**. Students often treat entrepreneurship as "start a company". Push the point that the thinking is the same; the ownership is what changes.

Flag the third term early: today's build dies if the gap has no payer.

35 min Spot the Gap, Follow the Money On screen: scenario cards

SUGGESTED TIMING

- Scenarios: 8-10 minutes total. One strong call and one contrast per card; take think-about orals only on the card that divides the room.
- Writing: 22-24 minutes. Circulate hard in the first five; the common failure is a vague gap with no payer.
- Last 2-3 minutes: pair-share one sentence on who would pay.

LOOK-FORS

- A specific occasion for how they noticed the gap, not "people always complain about X".
- A named beneficiary and a named payer (they can be different people).
- Honest "no" answers on "could this be you"; that is a valid reflection, not a fail.
- Filename, date line, and four headed sections present before exit.

TEACHING TIPS

If a student is stuck for a gap, prompt with: the canteen queue, after-school transport, a shop that closes too early, a club with no kit storage, a workplace process that wastes time every shift. Do not let them invent a tech unicorn.

Invented employers only in the scenarios; never name a real local business as the one in the wrong.

10 min Think About It

Keep this as paired talk for about six minutes, then two minutes of quiet edits. Do not collect answers on the board; the portfolio document is the place they land.

Watch for students who wrote a polished idea with no payer; send them back to part three of the build.

5 min What you covered

Exit check: open the Strand 1.2 folder view and confirm each student has a file named **Entrepreneurship Reflection[Surname]_M1U2L22** (or the school template equivalent). First line should show date plus lesson title; four headed sections should be present. A blank "who would pay" section still counts; the blank is information.

Signpost forward lightly: enterprise forms return in Strand 2.1; today's honesty about "could this be me" is useful when ALT 2 pathways are refined.

For students whose reflection is strong and who ask what next, name the **Student Enterprise Programme** (second-level enterprise programme supported with Local Enterprise Offices) as a real Irish next step, not a homework task for tonight.

TEACHING MOVES

- Open with a quick show of hands to highlight noticed gaps without collecting ideas yet.
- Focus discussion on the difference between entrepreneur and intrapreneur using the provided examples.
- Circulate the room during writing and paired talk to prompt deeper thinking on payers.
- Model following a gap to identify who benefits enough to pay.
- Keep scenarios and the first draft inside the period so Think About It edits and the dated exit check still work.

WHAT TO WATCH FOR

- Students may treat any complaint as an opportunity: remind them it must involve someone willing to pay.
- Confusing personal invention with real noticed gaps: redirect to actual local observations.
- Misclassifying scenarios: use the class discussion to clarify with specific examples.

DIFFERENTIATION

- Support: offer sentence starters for identifying the payer in reflections.
- Extension: ask advanced students to consider the smallest testable version of their idea, or signpost the Student Enterprise Programme / Local Enterprise Office supports if they want a real next step.
- Support: pair students for the reflection activity to discuss ideas aloud first.

WHAT STUDENTS ARE LEFT WITH

- Entrepreneurship Reflection: noticed gap, value, who pays, and whether it could be you