LESSON 1

Introduction to Business and Enterprise

60 minutes (2 periods) | Foundations of Enterprise

WHAT THIS LESSON DOES

Explore what business and enterprise mean through real Irish examples. Meet the three main business types, set your learning goals, and capture early ideas for your 10-week mini-business project.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Understand what business and enterprise mean and their role in Irish society and everyday life
- Identify and distinguish between the three main types of business structure and their trade-offs
- Set clear, measurable learning goals for a 10-week mini-business project
- Generate and capture early business ideas as material for ideation and feasibility testing

BEFORE THE BELL

- Decide on grouping (solo, pairs, or teams of 3-4 recommended) and announce it on arrival. That way nobody has to stop and ask when they reach Step 2. If you forget, the student screen tells them to start solo, and the grouping is fixed at the end of today.
- Skim Step 4's three case studies (The Side Door, Walsh & Walsh, Stripe) so you can answer questions if students ask.
- The Action Plan in Step 5 is an inline form on the lesson page that saves automatically, there is nothing to print or distribute.

Introduction to Business and Enterprise

HOW THE LESSON RUNS

introduction	Getting Started
content	Your 10-week Journey
content	What You'll Learn
activity	Try It Yourself: Three Irish Businesses
worksheet	Your Action Plan
content	Reflection
summary	What's Next

TEACHING MOVES

- In Step 1, draw out 3-4 real examples from the class aloud before introducing definitions; ground the abstract word in something concrete.
- During Step 4, push back on vague answers (e.g. 'easier' without context). Class share-out is optional; if students are at very different speeds, let them proceed straight to Step 5.
- In Step 5, the Quick demo block models how to sharpen a vague goal. Refer students back to it if they produce a wishy-washy goal like 'do well in this project'. Check that the grouping is on the first line of their goal field.
- Encourage divergent thinking in the idea seeds; quantity within the three slots over polish at this stage; these are seeds for filtering in Lesson 3.
- Step 6 is think-about prompts only, with nothing to type. Let students sit with the questions for a moment before moving on.
- Step 7 shows students the extension challenge (a fourth idea); nudge ambitious students towards it.

WHAT TO WATCH FOR

- Students confuse 'business' with 'company'. Clarify that company is one legal shape; business is the umbrella term for any organisation exchanging goods or services for money.
- Students write vague goals. The Step 5 Quick demo block models the sharpening process; refer students back to it.
- Students dismiss their own ideas as too simple. Reassure them that many successful businesses solve obvious, everyday problems; the filtering happens in Lesson 3.
- Students forget to put their grouping on the Action Plan. It's the first line of the goal field; remind them at the start of Step 5.

DIFFERENTIATION

- Support: Pair students who struggle with reading with a buddy during Step 4, or read the case studies aloud together. For Step 5, offer a sentence starter for goals: 'By Lesson ___, we will have ___ and we'll know because ___.'
- Support: If grouping mixed-attainment teams, assign roles explicitly (e.g. scribe, spokesperson, timekeeper) to ensure shared ownership.
- Extension: Step 7 already shows students the optional 'draft a fourth idea' challenge. For fast finishers in Step 5, also offer ranking their three ideas by feasibility or market size, or researching a fourth Irish business example that doesn't fit the three main categories.