**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:**ExcellenceInnovation, inquiry, and curiosityDiversityIntegrityRespect  | **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 reportShould 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 inquiryStudent 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 groupsStudents will peer assess each presentation |  |