



the WOW factor

Unit Four The Ripple Effect



the WOW factor



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Resources

Useful Websites

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Aim

In this unit, pupils explore the contribution that organisations make to our environment and society.



Unit Overview

Mapped to the Statutory Statements

Pupils should have opportunities to investigate:

- how work organisations contribute to the community;
- the range of small businesses in the community and how they impact on pupils' career planning; and
- how environmental considerations affect work practices.

Learning Intentions

Pupils learn that:

- organisations contribute to the needs of the community in a number of ways;
- small businesses are important to the local economy; and
- organisations can have both a positive and negative impact on the environment and community.

Success Criteria

At the end of this unit, pupils will:

- know some of the ways that an organisation can contribute to the community;
- understand that small local businesses are important; and
- be able to describe some of the ways organisations can have both a positive and a negative impact on the community and environment.

Employability Skills Focus

This unit allows pupils to develop the skills that meet the statutory requirements of the revised curriculum at Key Stage 3. The focus within this unit is outlined in the table below:

Working with others

- Take increasing responsibility for work assigned in teams.
- Be able to give and respond to feedback from peers and adults.
- Be able to reach agreement through compromise.

Key Questions

Throughout this unit, encourage pupils to consider the following questions:

- *How can organisations contribute to our environment and community?*
- *What might cause small businesses to close?*
- *What would be the impact on the local community if small businesses closed?*

Opportunity
for Assessment
for Learning!
Sharing learning
intentions and
success criteria

Opportunity
for Assessment
for Learning!
Effective key
questions



Learning and Teaching Activities within this Unit

Theme 1

Our Community Needs

Pupils explore the community needs and how local businesses meet those needs.

Theme 2

Big Business

Pupils explore the positive and negative impact that large firms can have on a community.

Theme 3

Small Business – Big Deal

Pupils explore the range of small businesses in the community and consider their importance.

Theme 4

Protecting Our Environment

Pupils explore how environmental issues affect work practices.

Theme 5

Go Green

Pupils explore how organisations are responding to customers' increased awareness of environmental issues.

Theme 6

The Big Appeal

Pupils explore how local businesses could support local charities.



Theme 1

Our Community Needs

Pupils explore the community needs and how local businesses meet those needs.

Opportunity
for Assessment
for Learning!

**Providing think time
Using prompt
statements**

Activity 1

As a class, thought shower what people in a community need. Responses might include:

- housing;
- food and clothes;
- health; and/or
- education.

Organise the pupils into groups of three or four individuals. Give each group a large sheet of paper. Invite them to create a mind map called, '*How organisations meet our community's needs*'. Ask them to draw a circle in the centre of the mind map and to write the following inside the circle: 'Our community's needs'. Encourage each group to use the responses from the thought shower to structure their mind map. For example, they should write the names of local schools and colleges beside the education need.

Next, ask each group to list as many organisations as possible that are meeting the identified community needs. Then, ask them to record ways in which these organisations meet the needs of the local community. For example, for the housing need, they might list local builders or estate agents because they build homes and help people buy and sell their homes.

When each group has completed their mind map, invite them to present it to the rest of the class. Display all of the mind maps in the classroom.

As a de-brief to this activity, ask the pupils to consider the following question: *What jobs are created in these organisations?*

Activity 2

As a class, create a collage that shows how the needs of the local community are currently being met. Give the pupils time to research information about the local community. They can get information from a variety of sources including:

- the internet;
- the local library;
- local newspapers; and/or
- from members of the local community.

Encourage the pupils to use images, photographs, clippings, headlines and articles from local newspapers.

Theme 2

Big Business

Pupils explore the positive and negative impact that large firms can have on a community.



Support Materials for the Activities
- *Smallville Goes Large* (Resource 1)

Activity 1

Explain to the class that large firms can have both a positive and negative impact on a community. On the board or flip chart draw two columns entitled, 'Positive Impact' and 'Negative Impact'. As a class, identify some of the positive and negative ways large firms can impact a community.

Positive impacts might include:

- create more jobs;
- provide new services; and/or
- meet social needs.

Negative impacts might include:

- public land used for development;
- displacement of small businesses; and/or
- increased traffic in the area.

Organise the class into groups of five pupils. Label one of the groups, Group C. Label the other groups either Group A or Group B. Explain to the groups that they are going to take part in a role-play activity. Give each group a copy of the *Smallville Goes Large* resource. As a class, read the scenario that is presented. Answer any questions that the pupils have about the activity. Then invite the groups to prepare for the role-play. Finally, ask them to perform the role-play.

As a de-brief to this activity, ask the pupils to consider the following:

- What are the benefits of working for a large organisation?
- How could the positive and negative impact of a large organisation on the local community influence your future career decisions?

Activity 2

As a class, discuss some community initiatives introduced by multinational organisations. An example is Tesco's Computers for Schools vouchers. Discuss the benefits international organisations can bring to the local community.

Organise the class into groups of four or five pupils.

Ask them to imagine that a multinational home furnishing company wants to launch a community initiative in Northern Ireland. Their aim is to generate

good public relations and do something good for the community. The company has asked the school to help them come up with some ideas for the community initiative and to create a marketing campaign. Ideas might include:

- new furniture for local community groups; or
- a voucher scheme for local schools.

Invite the groups to thought shower ideas for the community initiative. Then, ask them to agree on the best idea. Agree success criteria for the best idea in advance. Success criteria might include:

- most beneficial to the community;
- most innovative or creative; and/or
- most practical.

When the groups have chosen their idea, ask them to develop a marketing campaign to sell their idea. Allow them to decide how they want to market their idea. They might decide to produce:

- a role-play for a television advertisement;
- a song or rap; and/or
- a leaflet or poster.

Give the groups time to prepare their marketing campaign. When they have finished, invite them to present their work to the rest of the class. Use a digital video or camera to record the presentations. Invite the pupils to assess each group's work using the agreed success criteria. Invite them to record two things that they like about each idea and one question

they have about it. Finally, encourage the pupils to provide feedback to each other.

As a de-brief to this activity, encourage the pupils to think about:

- why large companies would want to get involved in community initiatives; and/or
- whether community initiatives are more beneficial to the community or to large firms.

Extension opportunity - Activity 3

Invite the pupils to research a large company to find out how they contribute to the community. Give them access to the internet to carry out their research. Encourage the pupils to research:

- how many people are employed by the organisation;
- what services or goods they provide to the local community; and
- if they are involved in any community support initiatives.

Ask the pupils to consider what would happen to the local community if the organisation relocated to another country. If possible, gather news articles about company closures in Northern Ireland and discuss the impact.

Theme 3

Small Business - Big Deal

Pupils explore the range of small businesses in the community and consider their importance.



Activity 1

Explain to the pupils that small businesses are very important to the local economy. They make up the majority of businesses in Northern Ireland and provide jobs and valuable products and services.

Inform the class they are going to use a Think-Pair-Share approach to identify small businesses in their local community. Ask the pupils to think of four small businesses they know of and to record their names. Next, organise the class into pairs. Ask pairs to share their answers and create a list of all the small businesses. Next, ask pairs to join with another pair to form a small group. Invite the group members to share their answers with each other and create a new list of all the small businesses. Finally, invite each group to present their list of the small businesses in the local community to the class. List all the answers on the board or on a flip chart. Next, ask the pupils to classify similar businesses together. For example, all retail shops should be grouped together.

As a class, create a collage of the small businesses in the local area. Encourage the pupils to use photographs or other images of the local community and its small businesses.

Activity 2

As a class, consider how small businesses contribute to the local community.

Pupils' responses might include:

- create jobs;
- provide products and services;
- sponsor local sports teams;
- give work experience to pupils; and/or
- support other businesses.

Inform the pupils that even though small businesses are important for the local community, they often find it difficult to get people to work for them.

Organise the class into pairs. Ask pairs to design an advertisement to encourage people to work for small businesses in the local area. Ask them to imagine the advertisement is going to appear in the local newspaper. When pairs have completed their advertisement, invite some of them to present their work to the rest of the class.

As a de-brief to this activity, discuss:

- the benefits of working for a small business; and
- the differences between working for a small business and a large business.

Extension opportunity - Activity 3

Encourage the pupils to investigate the small, medium and large businesses in the local area. Invite a number of local business owners into the classroom to talk about working in their organisation. Ask the pupils to consider the differences between the various organisations.

Theme 4

Protecting Our Environment

Pupils explore how environmental issues affect work practices.



Support Materials for the Activities

- *Environmental Workplace Case Studies* (Resource 2)
- Sticky labels

Activity 1

Display the following statement on the board or on a flip chart: *It is important to protect our environment because...* Encourage the pupils to complete the statement. Record their answers on the board or flip chart. Pupils' responses might include:

- we need to stop global warming;
- we need to protect our natural resources; and/or
- we need to be energy efficient.

Ask the class to consider how the school is environmentally friendly. Next, ask the pupils to think of one way their school could be more environmentally friendly. Pupils' answers might include:

- photocopy less paper;
- have an environmental clean up day; and/or
- create signs to tell people to turn off lights and close windows.

Ask the pupils to write their idea on a sticky label. Organise the class into pairs and invite pairs to share their ideas with each other. Write the following heading on a flip chart page: 'Ways to make our school more environmentally friendly'. Invite all the pupils to place their sticky label on the flip chart sheet. Display it in the classroom. Discuss all the pupils' ideas.

Activity 2

Organise the class into four groups. Give each group one of the *Environmental Workplace Case Studies*. Ask a reporter from each group to read the case study to the group.

When the groups have completed the task, invite them to feedback their five chosen actions to the rest of the class.

Theme 5

Go Green

Pupils explore how organisations are responding to customers' increased awareness of environmental issues.

Opportunity for Assessment for Learning!
Assess own work based on agreed success criteria

Support Materials for the Activities

- Sample of environmentally friendly products

Activity 1

Display a collection of eco-friendly products in the classroom. Provide these for your pupils or alternatively ask them to bring examples from home. Here are some products you might wish to include:

- bio-degradable carrier bags;
- recycled paper towels;
- environmentally friendly make-up;
- environmentally friendly cleaning detergent; and/or
- recycled note books.

Divide the class into groups of four individuals. Give each group one of the eco-friendly products. Inform them that in this activity, they must create a TV commercial for their product. Encourage them to include the following information in their commercial:

- why the product is eco-friendly;
- how it helps the environment; and/or
- why consumers should buy the product.

Alternatively, allow the pupils to choose a product for the commercial for example, an eco-friendly car.

Provide time for each group to present their commercial to the class. You may wish to invite other pupils, teachers

or guests to view the presentations. If possible, use digital video to record each presentation. Use the recordings to evaluate the effectiveness of each presentation. Encourage each group to assess their work based on the original success criteria.

Activity 2

Inform the pupils that more and more organisations and individuals are becoming concerned with their carbon footprint. Display the following definition on the board or on a flip chart: *A carbon footprint is a measure of your personal impact on global warming. Your lifestyle and activities are analysed in terms of how many green house gases you produce. This is measured in units of carbon dioxide.* Explain how, for example, people who drive to work instead of walking, car sharing or using public transport are responsible for greater greenhouse gas emissions.

Inform the pupils that many businesses and organisations are becoming more aware of their carbon footprint and the impact it has on global warming. Invite them to suggest ways that a business or organisation could reduce its carbon footprint. Record the pupils' answers on the board or on a flip chart. Their answers might include:

- use fewer carrier bags;
- use less electricity;
- cut down on deliveries;
- use renewable energy like solar power;
- use energy saving light bulbs;
- use recycled paper; and/or
- source local suppliers so less fuel is used for deliveries.

Organise the pupils into groups of four or five individuals. Ask each group to write a letter or poem to encourage organisations to reduce their carbon footprint. Encourage them to use the list of ways organisations can reduce their carbon footprint. When the groups are ready, invite them to present their ideas to the rest of the class.

Extension opportunity - Activity 3

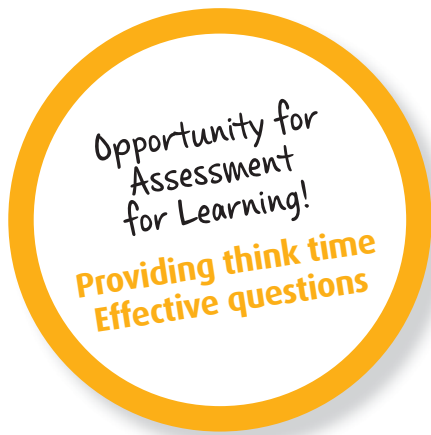
Invite the pupils to generate a shopping list. Then ask them to use the internet to source eco-friendly alternatives.

Have the pupils calculate their carbon footprint. You can access a carbon footprint calculator at www.directgov.uk/en/Environmentandgreenerliving

Theme 6

The Big Appeal

Pupils explore how local businesses could support local charities.



Support Materials for the Activities

- *The Big Appeal* (Resource 3)
- *Pupil Reflection Record* (Resource 4)

Activity 1

Ask the pupils to imagine that the school is organising an appeal for a local village that has been badly damaged by a severe rainstorm. The school has decided to form a committee to organise the appeal. Organise the class into committees of up to six individuals. Ensure each committee allocates group roles. Give each committee a copy of *The Big Appeal*. Encourage them to focus on how organisations in the local area could contribute to the appeal.

At the end of the challenge, ask the pupils to consider the following questions.

- How can local businesses support local charities?
- In what ways can local businesses support local or international charities?

Activity 2

Distribute a copy of the *Pupil Reflection Record* to each pupil. Encourage them to read this and think about their learning to date. Ask them to complete the *Pupil Reflection Record*. Finally, invite the pupils to take part in a group discussion to share their learning with each other.

It might be useful to record feedback from individual pupils in their Progress File.



Lagan
ferrovial

Smallville Goes Large

You are on the committee of Smallville.
The committee consists of the following people:

- Tom – the Mayor of Smallville;
- Siobhán – a member of the Local Residents Association;
- Ann – a local business owner;
- Janice – a local Councillor; and
- Abdul – a police officer.

You have received a proposal from a large supermarket chain. They want to build a supermarket on the old sports field which is currently disused. You have been elected to decide whether the proposal should go ahead.

Group A Task

You are against the proposal and must justify your decision at the next council meeting.

Group B Task

You support the proposal and must justify your decision at the next council meeting.

Group C Task

You are members of the council. You must prepare some questions to ask Groups A and B. You must then decide whether or not to approve the proposal.

Environmental Workplace Case Studies

Case Study 1

Ann is an office manager in an accountancy practice. The staff includes:

- three secretaries;
- fifteen accountants;
- one receptionist; and
- a part-time cleaner.

Ann has been tasked with coming up with five actions to help her company protect the environment. Can you help?

Case Study 2

John runs a busy joinery and manufacturing workshop. The staff includes:

- twelve joiners;
- two trainee joiners; and
- two office staff.

John is passionate about protecting the environment. He wants to introduce five actions that will help his company be more environmentally friendly. Can you help?

Case Study 3

DESIGN and Co is a successful sign company. It designs signs in an office using a computer package. The signs are then made in a large workshop unit. The signs are delivered and installed by the fitters.

There are ten people working in the business, including the owner. The owner wants to ensure that the business is as environmentally efficient as possible. Can you help him identify five ways that he can do this?

Case Study 4

Gemma works as a supervisor in a supermarket. The staff includes:

- the manager;
- six checkout staff;
- one store person;
- two shelf-stackers; and
- one cook who works at the hot food counter.

The manager has asked Gemma to identify five ways that the shop could help to protect the environment. Can you help?

The Big Appeal

Your company is organising an appeal to help people from a nearby village who are suffering as a result of a severe rainstorm. You have to select an employer to help with the appeal.

Your first committee meeting is today and the agenda is provided below:

Agenda

Type of company we have chosen to support the appeal

Type of help they can provide

Who else could will help with the appeal?

How do we get the help/resources to the village?

Your task is to work through the agenda and present a report of what was agreed at the meeting.

Pupil Reflection Record

Which of the following do you think you would like to work for?

A small company

A large company

Neither, I would like to start my own company

Explain your choice:

Which of the following career planning activities have you carried out as part of this unit?

Reading

Watching videos

Research

Giving presentations

Learning from others

Signed: _____

Teacher: _____

Parent: _____

Useful Websites

To access the most up-to-date support materials for Education for Employability, log on to **www.ccea.org.uk/employability**

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