Strand 2 Chapter 6 Enterprise in Action (1.5 weeks)

Learning Outcomes

6.1 Identify examples of innovation, intrapreneurship, and entrepreneurship in their local community, nationally and internationally, and explain the importance of innovation for business, the economy and society.

6.2 Identify the competencies of innovators and outline why these are significant when starting a business.

6.3 Investigate the role of government in fostering enterprise and supporting business development and growth.

Chapter Overview and Introduction

From the Specification (Pg 19 of NCCA Doc):

"In this strand students will develop an understanding of enterprise and entrepreneurship in its broadest sense and will recognise the importance of both entrepreneurship and intrapreneurship in the world of business and its significance for the individual, the community, and the wider economy."

"Students will value both entrepreneurship and intrapreneurship and have an increased understanding of the need for innovation while developing their business literacy."

Chapter starts on page 101

Additional primer questions you could use

* What's the most interesting product or service you've seen launched recently?
* Can you think of someone in your community who started their own business?
* Why do people take risks to launch new ideas?

Introduction / Hook for the chapter

Use this short video from *We Make Good*, a real Irish social enterprise, to spark curiosity and prompt discussion. **We Make Good Video** -> **https://www.youtube.com/watch?v=XlvHc3XxdYM**

Use the video and this page to answer questions below -> **https://wemakegood.ie/pages/about-us**

Questions to ask (from a worksheet (on the hub), using whiteboards, or out loud in class)

What is **We Make Good's** mission?

What types of innovation have made them successful so far?

Spot two ways a social enterprises differ from a private for-profit business.

Spot two ways that they similar to a private for-profit business.

Outline two ways **We Make Good** is socially / ethically responsible

Outline two ways **We Make Good** is environmentally responsible

Name 3 different government departments or state agencies that have assisted **We Make Good**

Useful business examples, stories, links, videos, resources…

https://www.growdigital.gov.ie/case-studies/	Lots of case studies on how government have supported Irish businesses to grow their digital offering
https://www.youtube.com/watch?v=XlvHc3XxdYM https://wemakegood.ie/pages/about-us	We Make Good video and site

https://www.localenterprise.ie/DublinCity/Case-Studies/	Local Enterprise Office
https://www.irishtimes.com/business/innovation/2025/01/16/gorgeous-workout-bench-makes-it-possible-to-do-reformer-pilates-exercises-in-your-own-home/	Article covering lots of CCTs on a pilates machine for home, funded through Enterprise Ireland

Additional resources (check the hub for more):

Worksheet for the Introduction Hook

PowerPoint

Class exams with solutions

Kahoot / online quizzes for formative assessment

Suggested solutions to workbook questions

Suggested solutions to sample paper questions on the chapter

Key information, timing and references for chapter 6:

Strand 2 Chapter 6	Enterprise in its broadest sense	1.5 weeks								
Learning Intention	Learning Outcome	Page	Time - mins	HL Qs	OL Qs	HL P1 Qs	HL P2 Qs	OL P1 Qs	OL P2 Qs
the range of different reasons for starting an enterprise; how enterprise and innovation are present in, and important for, government, society, business, the community, and their own lives.	6.1 Identify examples of innovation, intrapreneurship, and entrepreneurship in their local community, nationally and internationally, and explain the importance of innovation for business, the economy and society.	102-104	60	Q1, Q2, Q3	Q1, Q2				OL2 Q5 (a)
the competencies that support innovation and enterprise development.	6.2 Identify the competencies* of innovators and outline why these are significant when starting a business.	105-107	40	Q4	Q3, Q7	HL1 Q2 (a)			OL2 Q1 (b)
the role of the Irish government in supporting business and enterprise in Ireland both locally and nationally.	6.3 Investigate the role of government in fostering enterprise and supporting business development and growth.	108-111	60	Q5, Q6	Q4, Q5, Q6, Q8		HL2 Q4 (e)	OL1 Q5 (c)	OL2 Q3 (b)
		Total mins:	160	Hr:	2.7				

Learning Outcome 6.1

Textbook Pages: 101–104

Activity Book: HL Q1, Q2, Q3 | OL Q1, Q2

Time Allocation: 60 minutes

Learning Outcome	6.1 Identify examples of innovation, intrapreneurship, and entrepreneurship in their local community, nationally and internationally, and explain the importance of innovation for business, the economy and society.
Students Learn About	The range of different reasons for starting an enterprise How enterprise and innovation are present in, and important for, government, society, business, the community, and their own lives.
Sample Paper Qs	OL P2 Q5 (a) Tick box, story about intrapreneur, tick that or circular economy or entrepreneur
Create other potential Qs	Identify one example of entrepreneurship in your local community. Outline three reasons why someone might decide to start their own business. Explain two ways that innovation can benefit both society and the economy. Use a real-world example to support your answer.

Specification Language Decoded

Identify: Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature **Explain:** Give a detailed account including reasons or causes

R&R activity

Pg 103	Students own answers
Pg 104	**We Make Good – Social Enterprise for Inclusive Employment** **1. What social problem or challenge are they trying to solve?** They address social exclusion and long-term unemployment among marginalised groups, including people with convictions, refugees, and those recovering from addiction. **2. What was the innovation they have used? Who benefits from the innovation?** They created a design-led product brand that partners with Irish designers and trains people from disadvantaged backgrounds in high-quality manufacturing skills. The innovation is combining premium product design with social impact. **Who benefits:** Marginalised workers gain employment, training, and dignity; customers get ethically made Irish products. **3. Do you think this innovation could work in another business or industry?** Yes, luxury fashion, hospitality, or even tech assembly could apply the same model by integrating high-end outputs with inclusive hiring and training practices. **Grow It Yourself (GIY) – Empowering People to Grow Food** **1. What social problem or challenge are they trying to solve?** GIY tackles disconnection from food sources, rising food insecurity, and poor dietary health. **2. What was the innovation they have used? Who benefits from the innovation?** GIY created user-friendly grow kits, workplace wellness programmes, and launched the food

education initiative **'GROW At School'**.

Who benefits: Schools, families, and workplaces benefit from improved health, education, and sustainability awareness.

3. Do you think this innovation could work in another business or industry?
Yes. Corporates could integrate similar wellness-based growing systems in offices, or councils could adapt the education model for community engagement or rehabilitation projects.

FoodCloud – Reducing Food Waste via Tech Platform
1. What social problem or challenge are they trying to solve?
They address food waste and food poverty by redistributing surplus food from supermarkets to charities.

2. What was the innovation they have used? Who benefits from the innovation?
They built a tech platform that connects food businesses with charities in real-time. Supermarkets upload details of surplus food, and charities collect it quickly.
Who benefits: Charities get free food; retailers reduce waste and improve CSR; the environment benefits from lower emissions.

3. Do you think this innovation could work in another business or industry?
Yes. Similar platforms could be used for unused office equipment, school supplies, or clothing retail stock going to shelters or community groups.

Know	Understand	Be able to do
• Definitions of innovation, intrapreneurship, and entrepreneurship. • Examples at local, national, and international levels. • Reasons/motives for starting an enterprise (e.g. financial, personal, societal). • How innovation is important for business, for the economy, and for society.	• The difference between innovation, intrapreneurship, and entrepreneurship • The broad range of motivations beyond profit • How innovation supports competitiveness, growth, and problem-solving	• Identify innovation, intrapreneurship, and entrepreneurship examples from different contexts • Explain the importance of innovation for business, economy, and society using real-world examples • Outline different reasons why someone would want to start their own business

Differentiation in the chapter

Support Strategies	Extension Opportunities
• Use familiar examples (e.g. local café launching a new service = intrapreneurship)	• Students interview a local entrepreneur about their motivations / use the case studies from the front of the textbook to identify reasons

Note

The spec allows for a broad usage so I tried to keep the central concepts and themes clear, to allow for local examples/interpretations to be drawn out in class and across other strands. The spec references - local community, nationally and internationally… importance of innovation for business, the economy and society… How enterprise and innovation are present in government, society, business, the community, and their own lives.

Learning Outcome 6.2

Textbook Pages: 105–107

Activity Book: HL Q4 | OL Q3

Time Allocation: 40 minutes

Learning Outcome	6.2 Identify the competencies of innovators and outline why these are significant when starting a business.
Students Learn About	The competencies that support innovation and enterprise development.
Sample Paper Qs	HL1 Q2 (a) (i) Identify four key competencies that innovators such as Gráinne Mullins possess. OL2 Q1 (b) Identify one of those competencies and outline its importance when starting or expanding a business.
Create other potential Qs	Identify three competencies that are crucial for an innovator. Outline the significance of being 'resilient' and 'realistic' for an entrepreneur facing business challenges when starting out.

Specification Language Decoded

Identify: Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature

Outline: Give the main points; restrict to essential points of information

Competencies (of entrepreneurs) The integration of knowledge, skills, values and dispositions that support and foster innovation.

R&R activity

Pg 106	**2. Identify how they are using digital technology to help their business.** All Real Nutrition uses digital technology in several ways: - They sell directly to customers through a **fully functional e-commerce website** (allrealnutrition.com), allowing them to reach customers without relying on retailers. - They use **social media platforms (Instagram, TikTok, and LinkedIn)** to market their brand, share behind-the-scenes content, and engage with their community. - Their **online subscription service** allows customers to automate repeat orders, supported by backend tools like Shopify and subscription software. - They use **email marketing and customer data analytics** to tailor offers and build loyalty among health-conscious consumers. - Behind the scenes, they likely use **supply chain and inventory software** to manage orders and ensure smooth logistics. **Teacher Prompt:** *Why would a small food company benefit from using Instagram or a subscription model?* Discuss how digital tools can help level the playing field for smaller Irish brands in a global market. **3. What are the main innovations they have come up with for their business?** **Suggested Student Answer:**

- **Sustainable Packaging:** They were the **first Irish protein bar** to be packaged in **100% compostable, plastic-free wrappers**, making them stand out in a crowded health food market.
- **Locally Sourced Ingredients:** Using **Irish milk protein** supports local farmers and adds a USP focused on quality and provenance.
- **Ethical Sourcing:** Ingredients are selected based on ethical and environmental standards e.g. cocoa sourced from sustainable suppliers.
- **Subscription & Direct-to-Consumer Model:** The brand offers **recurring orders and bundle deals** on their website, which is convenient for customers and ensures consistent revenue.
- **Product Simplicity & Clean Labelling:** They use a **'no nasties' approach** with clean labels and limited ingredients, important for health-focused consumers.

Teacher Prompt:
How do these innovations help All Real stand out in a competitive market?

4. Do you think that the focus on ethics and sustainability matters to their target market?
Suggested Student Answer:
Yes, absolutely. Their target market is health-conscious, environmentally aware consumers, often in the **25–40 age range,** who want to eat well but also care about their impact.
- The **sustainable packaging** and ethical sourcing directly appeal to this group's values.
- **Transparency** about where ingredients come from builds **trust**.
- Their branding and social media reinforce the idea that they're not just selling snacks, they're building a **mission-led lifestyle brand**.

Teacher Prompt:
Would you pay more for a protein bar if it was fully compostable or ethically sourced?

Know	Understand	Be able to do
• Key competencies of innovators (e.g. Risk Taker, Creative, Decision Making, Proactive, Being Realistic, Resilient, Human Relations, Independent, Flexible, Time Management).	• Why each specific competency is significant for individuals starting or developing a business. • How these competencies enable innovators to overcome challenges, spot opportunities, and manage risk and resources.	• Identify specific competencies of innovators. • Outline the significance of specific competencies in enabling innovation and enterprise.

Differentiation in the chapter

Support Strategies	Extension Opportunities
• Provide sentence starters for "Being [competency] helps because…" • Use a class task of creating a poster with visuals to represent each competency e.g. resilience – image of a boxer or sports team bouncing back from a setback	• Analyse a real entrepreneur (local or national) and identify which competencies helped them succeed. • Debate which competency is most important when facing adversity.

Note

The emphasis and how it may differ to the old course is that the spec links the importance of each to <mark>when starting or expanding a business.</mark>

Learning Outcome 6.3

Textbook Pages: 108–110

Activity Book: HL Q5–Q6 | OL Q4–Q6

Time Allocation: 60 minutes

Learning Outcome	6.3 Investigate the role of government in fostering enterprise and supporting business development and growth.
Students Learn About	The role of the Irish government in supporting business and enterprise in Ireland both locally and nationally.
Sample Paper Qs	HL2 Q4 (e) Discuss three ways the Irish government can support businesses such as Spectrum Life. OL1 Q5 (c) Describe two supports the Irish government can provide to Alice as a new entrepreneur. OL2 Q3 (b) Enterprise Ireland is a state agency that supports the development and growth of Irish businesses. (i) Name one other state agency that supports business and enterprise in Ireland. (ii) Explain how the investment of €24 million supports new business start-ups in Ireland
Create other potential Qs	Besides funding, describe two supports the Irish government can provide to a new entrepreneur. Discuss two services offered by Local Enterprise Offices to assist business start-ups. Identify and describe one national and one local support for enterprise available in Ireland.

Specification Language Decoded

Investigate: Observe, study, or make a detailed and systematic examination, in order to establish facts and/or reach new conclusions

Know	Understand	Be able to do
• Key supports provided by the Irish government / state agencies (e.g. Enterprise Ireland, LEOs). • Forms of support: financial grants, training and mentoring, export advice, innovation supports, infrastructure, digital grants…	• Why government support is essential for start-ups and business growth. • How different agencies support different stages of business development.	• Investigate and explain how government agencies foster enterprise. • Identify and describe real examples of support at local and national level.

Differentiation in the chapter

Support Strategies	Extension Opportunities
• Use real-life case studies from the LEO or EI websites to show how support is offered and how it helps	• Research local businesses to see if they availed of any government supports, and how they helped support growth and expansion

Note

Investigate is used, so encouraging students to explore local agency websites or to interview a local business to bring this to life would make it more meaningful and real.

Back of chapter / Activity book questions

Chapter 6 Questions
Ordinary Level

Q1. Outline two reasons for starting an enterprise

Q2. Explain the importance of enterprise and innovation for both the economy and business.

Q3. Identify four key competencies of an entrepreneur like Elon Musk
Outline why two of those competencies are significant when starting a business

Q4. Describe two ways the government can support business development and growth for a local business.

Q5. Circle the state agency that focuses on supporting Irish businesses with an export focus
Local Enterprise Offices
Enterprise Ireland
Describe one service they provide for Irish businesses.

Q6. Other than supports provided by state agencies, outline two other ways the Government can support business development and growth in Ireland.

Higher Level

Q1. Describe three reasons why someone would start a new enterprise.

Q2. Explain the importance of enterprise and innovation for both the economy and society.

Q3. (i) Explain what intrapreneurship is.
(ii) Identify an example of intrapreneurship, and outline what their role was

Q4. *Reality perception, resilience, being proactive* and *being decisive* are all competencies of innovators. Outline the importance of three of these for someone starting or expanding a business.

Q5. Discuss two supports Local Enterprise Offices can offer someone looking to open a new bakery in your local area.

Q6. Describe three supports the Irish government can provide through Enterprise Ireland for an Irish business looking to expand in to foreign markets.

Links to cross-cutting themes:

Entrepreneurial Thinking:	Students explore what drives innovation and how competencies like resilience, creativity, and decision-making enable entrepreneurs and intrapreneurs to act on opportunities, adapt to challenges, and bring ideas to life.
Ethics and Sustainability:	Many of the innovations explored (e.g. GIY, We Make Good) are motivated by ethical or sustainability goals. Students reflect on how enterprise can be a tool to solve social or environmental problems.
Digital Transformation:	Government support for digital infrastructure (e.g. National Broadband Plan) and funding e.g. Grow Digital grants from LEOs)
Business and Financial Literacy:	Discusses financial motives for starting a business and the role of government funding/grants in supporting new enterprises and their growth. Introduce the role of business literacy in accessing grants from state agencies, and how they can help e.g. assigning mentors to enhance literacy.

Assessments

Formative	Summative	AAC (Investigative Study)
Concept Mapping: Students create concept maps linking innovation, entrepreneurship, intrapreneurship, and their importance. **Reflect & research sections:** Use R&R prompts to prompt group analysis and oral feedback (e.g. GIY, We Make Good).	Explain two reasons why someone might start an enterprise. Outline two competencies of an innovator and explain why they matter.	Use it to explore questions such as: *How has a local business or social enterprise used innovation to solve a community problem? What government support did they receive?*

What examples and resources have I/we used before that we can adapt/incorporate in to this chapter?

E.g. Think-Pair-Share, Roleplays, Debates, Inquiry tasks, Digital tools

Think–Pair–Share:	"Is innovation always good for society?" Drones, war, screen-time, phone need for services.
Padlet activity:	Brainstorm examples of innovative products or services students have used recently.
Keyword matching / flashcard revision:	Match competencies of innovators to scenarios (useful for 6.2).
Inquiry task:	"What support is available in our county for a student-run mini-enterprise?"

Teacher and Department Review

1. Teaching and Learning Effectiveness	2. Differentiation and Inclusion
Did the chapter activities (e.g. We Make Good case, Think–Pair–Share) support deeper understanding?	Were the extension tasks challenging enough for higher-ability learners?
Were the textbook explanations and classroom discussions effective in helping students distinguish between innovation, entrepreneurship, and intrapreneurship?	Did group-based strategies allow equitable participation, especially for quieter or less confident students?

3. Resource Use and Gaps	4. Connections and Continuity
Which resources (videos, case studies, digital tools) were most impactful in bringing the topic to life?	How well did this chapter set up links to future chapters on idea development and business planning?
Are there any visual aids, real-life examples, or updated government support schemes that should be added for future cycles?	
Are more local enterprise case studies needed to better link theory to students' communities?	