



THE
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FEDERATION

schools online curriculum content initiative

LEARNING OBJECTS Catalogue




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Business and enterprise

The Business and enterprise online curriculum content is designed to produce rich interactive multimedia learning resources and tools that enable students in years P–10 to engage in learning experiences that enhance their capacities and skills to be innovative, creative and entrepreneurial. These learning objects immerse students in environments that provide opportunities to undertake and enact entrepreneurial roles. Students are able to explore and synthesise the many components of enterprise environments. Environments are underpinned by industry challenges, resource management and innovation potential.

Details of learning objects released to date are provided in addition to a key graphic representation. An asterisk (*) on the series title indicates that not all the learning objects in that series have been released. The remaining learning objects will be released progressively. Some learning objects are aggregated into a sequence. Aggregated learning objects are identified with the symbol .

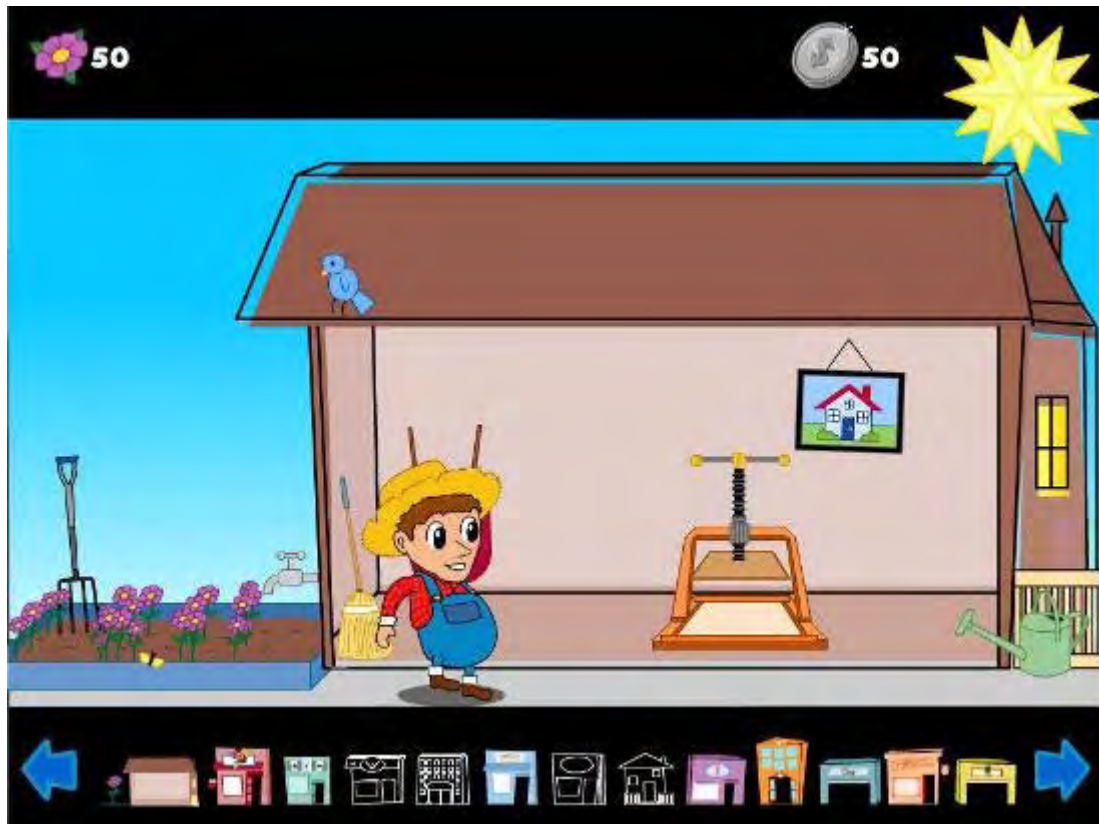
Some learning objects contain non-TLF content. See the Acknowledgements and Conditions of use in the learning objects for details.

Government and non-government education authorities in each Australian state and territory and in New Zealand have responsibility for facilitating access to the pool of learning objects. Contact TLF's Contact Liaison Officer (CLO) in your state, territory, school sector or country for details.

For further information about TLF, learning objects and for CLO contact details go to the website at <http://www.thelearningfederation.edu.au>.

Buds (Years P–8)

The Buds series immerses students in an environment as small business operators. Students are encouraged to discover opportunities to sell and innovate on their product to win an award for finding business opportunities.



Learning objects	LO ID	Years
Buds: level 1	902	P–2
Buds: level 1 [includes audio prompts]	905	P–2
Buds: level 2	903	3–4
Buds: level 3	904	5–8

This series of digital learning resources has no text and students are compelled to take risks, explore opportunities and, in an immersive multimedia experience, engage in entrepreneurial pursuits.

As a small business operator within the flower industry, the farmer undertakes product innovation and sales through exploring the opportunities for expanding the product range and developing a sustainable reputation. Concepts such as the global market place, sustainable business practice and triple bottom line business practices can be introduced to the students through the use of this series of learning objects.

Level 1 introduces the concept with the discovery of opportunities necessary to win the business award. A version of level 1 also includes audio prompts to provide hints and strategies to assist students in the discovery of various opportunities.

Level 2 is a development on the complexity and number of opportunities students need to discover to win the award.

Level 3 further develops the type of opportunities including charity, reputation, stock and resource management, and sustainability.

Fish market (Years 3–9)

The Fish market series uses game-play format to assist students to explore the complexities of a trading market.



Learning objects	LO ID	Years
Fish market: explore trading	2574	3–5
Fish market	768	6–9

Fish market

The students' goal is to find and purchase the highly prized and expensive 'Fizzer' fish. To achieve this, they must explore various markets, buying and selling different types of fish and gaining information on how the market works.

Through adept buying and selling, students can make profits and gain status points that give them access to even more markets and thus more opportunities to buy and sell a wider variety of fish at a wider variety of prices. Dynamically changing information about the trading history of each type of fish is provided. Trader biographies provide information about the motivations and interests of the various traders and offer clues to help students reach the goal of finding and purchasing the 'Fizzer fish'.

The topics covered in Fish market include budgeting; commerce; decision-making; enterprises (business); markets; price elasticity of demand; pricing; risk management; supply and demand. Students use a range of skills in this series, such as analysing and synthesising information, experimenting with various options and decision making. The learning design provides students with experiential learning opportunities, independent learning, problem solving and visual learning experiences.

Students can print a summary of their trading outcomes showing starting cash and stock, value of stock, assets, costs, final cash and total value of the business.

Fish market: explore trading

'Fish market: explore trading' introduces the concept of trading to a younger audience in a simplified format. Differences include simplification of language and concepts, larger text, the removal of the trader biographies, and making the Fizzer fish easier to find.

Fish tank* (Years 6–9)

The Fish tank series is designed to give students the experience of starting a business, managing a set of resources, balancing a budget and seeing opportunities.



Learning objects	LO ID	Years
*Fish tank: business start-up	770	6–9
Fish tank: growing the business	1516	6–9

* Learning objects in development.

Fish tank business start-up

The aim of this object is for students to breed the maximum number of fish within a given time period to sell at a market. Students are given a tank with two fish in it and a small budget. They have to buy the right kind of equipment, food and plants to ensure that their fish breed and survive to market day.

Fish can only be reproduced if a certain level of fish health and tank cleanliness is maintained. Students must use judgement and trial and error to determine the correct amount of food and cleanser to put into the tank to maintain the appropriate levels. If too little or too much is placed in the tank, the fish and their environment will suffer.

Random events may also place pressure on the budget. For example, if fish get sick, a vitamin tablet may be purchased. Although it will restore the fish to full health, it is expensive and may jeopardise the budget.

This learning object provides an environment in which students can see opportunities, predict outcomes, manage a budget, make choices, revise past actions, respond to events, and assess and deal with consequences.

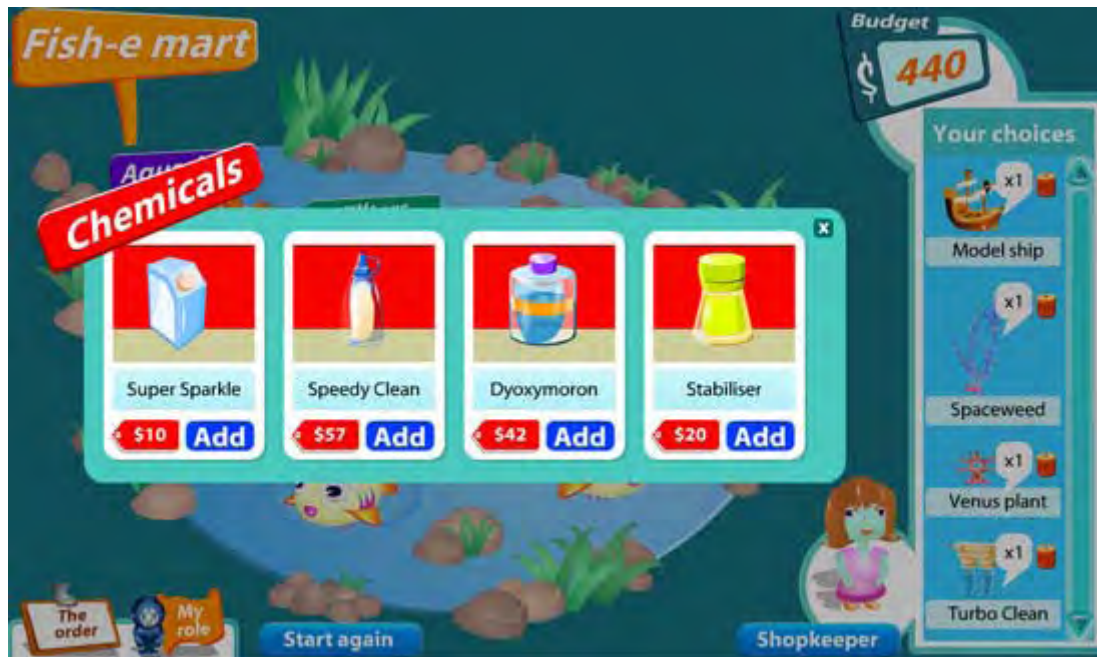
Fish tank: growing the business

‘Fish tank: growing the business’ focuses on the development and sustainability of the fish business.

In both learning objects, students can print out an overview of how well they managed the process: their starting budget, the final value of stock, the value of assets bought, operating costs, final cash balance and the total value after two weeks of managing their business.

Fish shop (Years 6–9)

In the Fish shop series the student takes the role of an assistant in a shop that sells aquarium supplies. Their aim is to fulfil both the customers' needs in terms of their budget and aspirations, and to make a profit for the shop owner.



Learning object	LO ID	Years
Fish shop: quality or quantity	769	6–9
Fish shop: natural or artificial	4940	6–9

The student has a weekend job as assistant at Fish-e mart, which sells everything needed to keep pet fish. In each learning object the student must fill orders from two customers with different requirements. The students can view full details about the range of products that the shop sells (fish, food, plants, aquarium, filter and ornaments), including their unit costs, the profit margins and previous shoppers' comments on the items before making their choices.

The shopkeeper provides feedback on each of the items selected as well as general feedback about how much of the customer's budget has been used and how much profit the shop will make. Students can alter the choices based on the feedback. Finally, at the checkout they receive feedback from the customer.

Fish shop: quality or quantity

In 'Fish shop: quality or quantity' the student explores two different customer requirements. The first customer wants a high-quality aquarium and is prepared to spend a lot of money on a small number of items. The second customer wants to setup a breeding program and wants lots of fish and plants, but isn't interested in the aesthetics.

Fish shop: natural or artificial

In 'Fish ship: natural or artificial' the student again explores two different customer requirements. The first customer wants a very natural aquarium, and the student needs to recommend items that are environmentally friendly and as self-sustaining as possible. The second customer wants an aquarium that is very low maintenance, and is willing to have artificial items and to use chemicals if it reduces the amount of necessary work.

Biz whiz unleashed (Years 5–8)

The Biz whiz unleashed series gives students the opportunity to take the role of a young entrepreneur, running a dog walking business in their spare time.



Learning object	LO ID	Years
Biz whiz unleashed: compete for customers	1311	5–8
Biz whiz unleashed: compete for money	1312	5–8
Biz whiz unleashed: compete for satisfaction	2460	5–8
Biz whiz unleashed: compete 🧩	1310	5–8

Students are presented with the challenges of running a business in a competitive marketplace, competing with two virtual competitors, Doggy Nannies and PoochPower.

Students must make decisions that affect the day-to-day running of the business, managing their time and financial resources while responding to competitor's actions and chance opportunities. Students must balance the benefits of each decision that they make against the cost in terms of time and money, keep their bank balance above zero and manage their time such that they can walk all the dogs in their care – otherwise they will lose customers!

When students need to make choices, advice is available in the form of the Decision advisor, who provides a balanced view of the available options. This applies not only to the day-to-day decisions, but also in setting of long term goals.

Immediate feedback on the students' decisions and those of their competitors is displayed to allow them to evaluate the choices they have made and to enable more informed decision making in the future.

- In the single learning objects students are focused on a single business goal: increasing the number of customers; money in the bank; customer satisfaction.
- 'Biz whiz unleashed: compete' is an aggregate learning object containing the other three learning objects in the series.

Start a business (Years 7–10)

In the 'Start a business' series, the student explores factors associated with starting a viable retail business.

The screenshot shows a 3D-style map of a town with various buildings and streets. A red-bordered popup window is overlaid on the map, providing details about an 'Apartments' block. The popup includes a description of the residents and a table showing the expenditure for different business types.

Apartments

This is an apartment block with 100 people, mainly singles or young couples. Three quarters of the residents have discretionary spending of \$160 each per month (a total of \$12 000).

Expenditure each month for each type of business

Business type	Buying preference	Total potential spend
Electronics	31%	\$3720
Fashion	47%	\$5640
Sports	16%	\$1920
Surf & sail	6%	\$ 720

Learning objects	LO ID	Years
Start a business: location	3232	7–8
Start a business: type	3233	7–8
Start a business: location and type 🧩🧩	3230	9–10

Set in the town of Neville, the student acts as an entrepreneur who wants to start a new retail business from a choice of four: an electronics shop, a surf and sail gear shop, a fashion clothing shop or a sportswear and equipment shop.

Start a business: location

In this version of Start a business for younger learners, students follow the same process as in the version for older learners, 'Start a business: location and type', but focuses only on the best location for the business.

Start a business: type

In this version of Start a business for younger learners, students follow the same process as in the version for older learners, 'Start a business: location and type', but focuses only on the best type of business.

Start a business: location and type

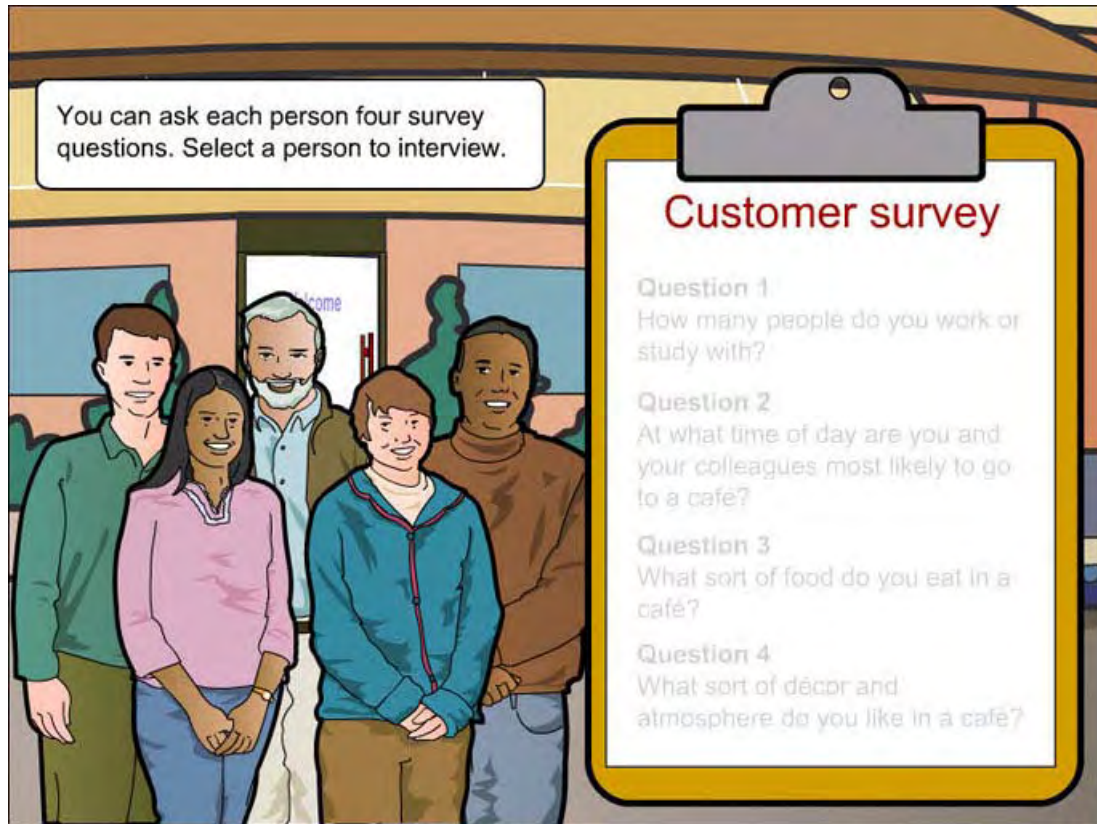
With the aid of the business advisor, Sarah, the student conducts market and competitor research to determine what type of business is most likely to succeed, and then suggests a suitable location for the business. The business is run for six months, after which time the student views the trading results to determine if their choice of business and location have been profitable.

Feedback encourages students to examine business outcomes and adapt business ideas. The task design supports repeated testing of ideas and an iterative approach to business modelling.

This is an aggregate learning object containing the other two learning objects.

Café consultant (Years 7–10)

Set in a café business, the student evaluates market demand to determine what time the café should open, what should be on the menu and what sort of décor the café should have.



Learning object	LO ID	Years
Café consultant: attract customers	3234	7–8
Café consultant: attract customer groups	3235	8–9
Café consultant: Café consultant: spending habits	3236	9–10

The student interviews potential customers, records and evaluates their responses before making choices about the opening time, menu and décor. The café is run for six months, after which the student can view the trading results in order to determine if their choice of business and location have been profitable. If the café wasn't as profitable as possible because they have misinterpreted the results, they can change their settings and run the café repeatedly until they achieve the optimum result.

Café consultant: attract customers

This is the easiest learning object in the series. Students interview four prospective customers to determine what the café should offer.

Café consultant: attract customer groups

This learning object builds upon 'Café consultant: attract customer groups'. It has the added complication that students interview representatives from five groups of prospective customer, and evaluates what the café should offer. The added difficulty is that the groups are different sizes.

Café consultant: spending habits

This is the most difficult learning object in the series. It builds upon 'Café consultant: attract customer groups'. It has the additional factor of the amount of money that each person in the group has to spend.

Muffin bakery (Years 9-10)

In the Muffin bakery series students explore various factors affecting business profitability in order to maximise profit. These factors include fixed and variable costs, pricing, and volume discounting.

Use the sliders to set how many muffins you'll bake today and what price you'll charge for them. When you're ready, select **Start selling**.

My bakery settings for today

How many muffins will I make? muffins

How much will each muffin cost? per muffin

Cost to make one muffin: **\$1.24**

If I sell all of the muffins:

My sales income :	\$ 3600.00
Production (variable) costs to bake 600 muffins:	- \$ 570.00
My gross profit (sales minus variable costs):	\$ 3030.00
My fixed costs per day are:	- \$ 175.00
My anticipated net profit (gross profit minus fixed costs) is:	\$ 2855.00

Start selling

Look at trading record

Learning object	LO ID	Years
Muffin bakery: price setting	3238	9-10
Muffin bakery: volume discounting	3239	9-10
Muffin bakery: price and volume	3237	9-10

In each of these learning objects, which progressively increase in difficulty, students simulate running a muffin bakery business over a five-day period. An interactive tool allows them to dynamically analyse sales results data and prompts thinking about adjusting key factors to maximise profitability. Students can print their five-day trading results.

The learning objects in this series support repeated testing of ideas and an iterative approach to business modelling.

Muffin bakery: price setting

'Muffin bakery: price setting' demonstrates the relationship between price and demand and highlights the significance of unit costs and price elasticity when determining production volume and retail prices.

Muffin bakery: volume discounting

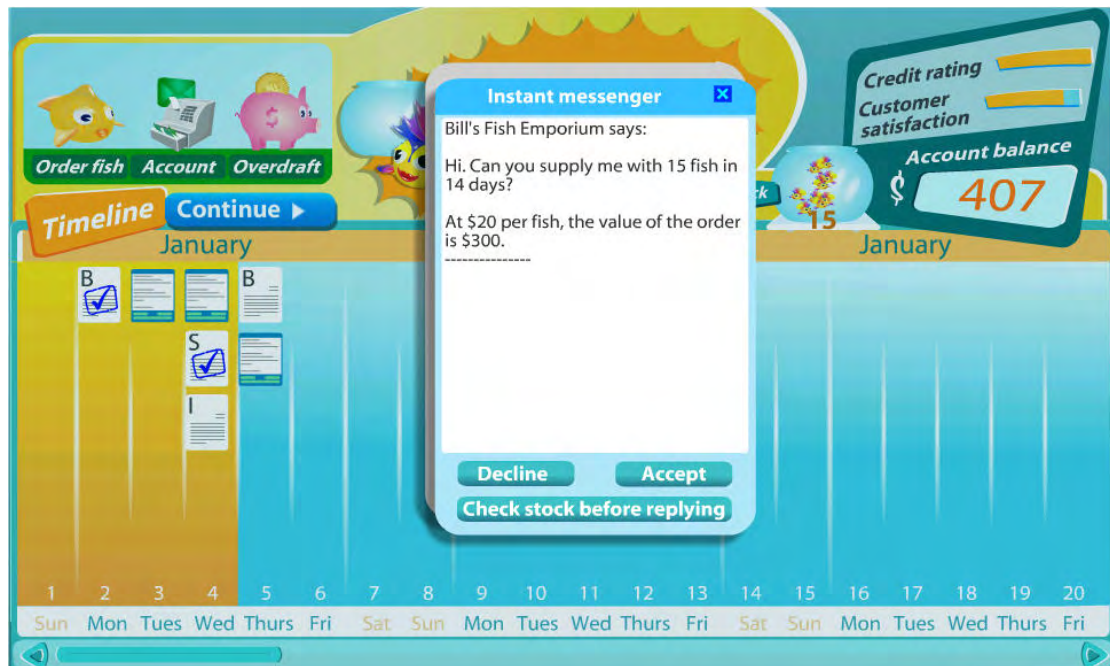
'Muffin bakery: volume discounting' introduces the concept of bulk buying discounts and examines the effects of unsold stock on profit.

Muffin bakery: price and volume

'Muffin bakery: price and volume' is the most complex in the series. Students investigate fixed and variable costs involved in production and consider how gross profit and net profit are calculated.

Fish biz (Years 9–10)

In the Fish biz series students experience running a fish supply business. These complex learning objects dynamically simulate key aspects of stock and financial management allowing students to appreciate the diverse range of factors involved in running a profitable business.



Learning object	LO ID	Years
Fish biz: cash flow	5203	9–10
Fish biz: cash flow and credit	771	9–10

In each learning object, the business buys fish in bulk and sells in small numbers to retail shops. The student must manage the stock level of fish, by ordering fish in bulk, and processing customer orders. The student must also pay bills and manage their bank account.

If bills are not paid on time the student's credit rating will drop, and if bills are not paid by the final reminder, they will go out of business.

Students must also manage customer expectations, shown on the customer satisfaction gauge. If orders are delivered early, customer satisfaction goes up, but if orders are not delivered, customer satisfaction drops and orders will no longer arrive.

The introductory screens of each learning object explain the range of considerations students should take into account when undertaking the simulation.

A summary of business outcomes is available for printing.

Fish biz: cash flow

In this version students must manage their business for three months and attempt to make the most profit by managing their bank balance and also their stock level.

Fish biz: cash flow and credit

In this version, students have the option to take out an overdraft, which then allows them to investigate the nature, limitations and cost of credit.