

OVERVIEW

Topic **BUILD A BUSINESS** Term **SUMMER TERM & AUTUMN TERM 2009**

RATIONALE:

This unit of work is designed to give students the opportunity to plan for and run a small business and develop valuable enterprise skills and attributes in the process.

The resources have also been specifically developed to support community cohesion through the introduction of a local benefit within the context of starting a new business.

The focus is on small businesses – at a local level with the focus on internal issues. Students will carry out five lessons and complete worksheets outlining their business plan.

By the sixth lesson they will be able to use these worksheets to create a detailed business plan with the support of the business mentor.

OUTCOME:

All:

- Students will be able to describe, outline, and illustrate aspects of business at a broad and general level.
- Students will extend their enterprising skills and attributes.
- Students will demonstrate and apply basic knowledge of some aspects of business using basic terms, concepts and theories.

Some:

- Students will demonstrate and apply sound knowledge and understanding of many aspects of business.
- Students will apply their knowledge, skill and understanding using terms, concepts, theories and methods needed to plan and carry out investigations of issues by gathering and recording information from a variety of sources.
- Students will explain and analyse information and evidence with some accuracy.
- Students will begin to evaluate information in order to reach reasoned judgments and conclusions that are supported by some degree of evidence, showing some varied perspective.

Most:

- Students will demonstrate and apply thorough knowledge and understanding of the full range of Business Studies.
- Students will apply their knowledge, skill and understanding using terms, concepts, theories and methods effectively to address problems and issues.
- Students will show a clear understanding of the methods needed to plan and carry out investigations.
- Students will analyse information and evidence with a high degree of application.
- Students will evaluate information effectively to reach reasoned judgments and present conclusions that are accurate and appropriately supported by evidence indicating a variety of perspectives.

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ASSESSMENT STRATEGY:	TIMELINE:
<p>During this unit of work, students will have opportunities to demonstrate knowledge of a business start up.</p> <p>Content covered:</p> <ul style="list-style-type: none">• Enterprise• Entrepreneurs• Finance• Marketing• External influences	<p>Lesson 1 The Launch</p> <p>Lesson 2 Identifying Enterprise and Entrepreneurs</p> <p>Lesson 3 Identifying Costs, Risks and Rewards</p> <p>Lesson 4 Market Research</p> <p>Lesson 5 SWOT</p> <p>Lesson 6 Developing the Business Plan (project proposal form)</p> <p>Preparing for the Pitch</p> <p>Meeting with Business Partner to discuss the Business Plan</p>
TEACHING AND LEARNING:	ASSESSMENT FOR LEARNING (AFL):
<p>VAK:</p> <p>V: Presentation, articles, diagrams, physical movement of students in activities</p> <p>A: Teacher input, discussion</p> <p>K: Group work and presentations, accelerated learning techniques</p>	<ul style="list-style-type: none">• Clear learning outcomes• Plenary related to learning outcomes• Open questioning used (teacher to probe answers from content to application, analysis and evaluation)• Feedback

EXPECTED LEARNING OUTCOME:

Each lesson plan has specified learning outcomes:

Know, understand and have experienced key ideas
Used, developed, gained certain skills
Demonstrated, developed certain values and attitudes

Lesson 1: The Launch

- All:** Students will identify their key skills and areas to develop. All students will be nominated for a job role.
- Most:** Students will consider their skills and what role they will be best for in the team.
- Some:** Students will investigate their job description and identify their key role in the team and how their skills complement this role.

Lesson 2: Identifying Enterprise and Entrepreneurs

- All:** Students should consider the role, importance and characteristics of an entrepreneur.
- Most:** Students can identify known entrepreneurs and their business activities/contribution.
- Some:** Students should consider the role, importance and characteristics of an entrepreneur in establishing a new business. They should understand that entrepreneurship can take a number of forms including spotting a gap in the market or developing a new or innovative product or process.

Lesson 3: Risk and Reward

- All:** Students will understand what business costs are and the potential risks involved.
- Most:** Students will understand what business costs are. They will understand and identify risks and rewards and be able to make the link between these and costs and revenue.
- Some:** Students will be able to identify benefits and costs of starting a business and explain the risk associated with establishing a new business.

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Lesson 4: Market Research

- All:** Students should be aware of the relative value of the different approaches to market research.
- Most:** Students should be aware of the different approaches to market research and which they would like to complete.
- Some:** Students will research the principle of sampling, including size and types of samples and factors influencing the choice of sampling.

Lesson 5: SWOT

- All:** Students should be aware of the value of doing a SWOT analysis for their business.
- Most:** Students should be aware of the SWOT of their business.
- Some:** Students should carry out a detailed SWOT analysis and identify the effect on the business of the internal and external factors.

Lesson 6: Business Plan

- All:** Students should be aware of the need for plans/planning for small businesses and the varying sources of information available to them.
- Most:** Students should be aware of the benefits and problems of plans/planning for small businesses and be able to create their own business plan.
- Some:** Students should be aware of the benefits and problems of plans/planning for small businesses. They should be aware that the planning process involves decisions based on the resources to be used and factors providing competitive advantage. They should create a working business plan.