

Unit 1 Scheme of Work: Enterprise Capability and the enterprise process
There is a lesson introduction on expectations. This can be used if you want.

Homework should be issued every two weeks. There is one literacy task and a final examination assessment.

| Lesson | TOPIC | AFL OBJECTIVES | Activities Tier 4&5 | Activities Tier 6&7 | RESOURCES | HOMEWORK |
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| 1 | Entrepreneurs | To Know what an entrepreneur is To Understand the key skills and qualities needed to be an entrepreneur | <p>Starter (Use PPT) Discuss with the students what enterprise is and see if they can identify any of the photos of entrepreneurs.</p> <p>Main: Read through the dragon profiles and discuss the characteristics and qualities of these people.</p> <p>Students have been given a picture of Alan Sugar they must label some of the skills and qualities he has to be an entrepreneur.</p> <p>Explain what each quality/skill means.</p> <p>Plenary Sorting task In pairs students must distinguish which of the skills are important and which are not essential. Students must feedback their answers</p> | <p>Starter (Use PPT) Discuss with the students what enterprise is and see if they can identify any of the photos of entrepreneurs.</p> <p>Main: Read through the dragon profiles and discuss the characteristics and qualities of these people.</p> <p>Students have been given a picture of Alan Sugar they must label some of the skills and qualities he has to be an entrepreneur</p> <p><i>Students must define enterprise and entrepreneurs using the terms you have discussed on the PowerPoint and from the profile sheets. Can be used as a short writing task – use write on cards</i></p> <p>Plenary Sorting task In pairs students must distinguish which of the skills are important and which are not essential.</p> | <p>PPT Dragons Profile Sheet Alan Sugar picture Plenary sorting task</p> | <p>Research an entrepreneur. Create a profile on that person. Use the internet to find some background information on their careers. Must include the following</p> |

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| | | | | Students must feedback their answers | | |
| 2 | What is enterprise capability | To know what an enterprise is To understand what makes a good enterprise and able to identify aspects | <p>Starter Recap of what skill an entrepreneur possess. Students could put a skill on a post it note to check</p> <p>Main: Students copy down the definitions for enterprise capability.</p> <p>Dragons Den –Watch how an entrepreneur has developed a product and taken a risk – The Bedlam Cube</p> <p>Answer the questions on the Bedlam Cube</p> <p>Plenary Feedback their opinions on the bedlam cube. What do the students think of the entrepreneur pitching and how will the dragons help his enterprise venture Homework</p> | <p>Starter Recap of what skills an entrepreneur possess</p> <p>Main: Students copy down the definitions for enterprise capability.</p> <p>Dragons Den –Watch how an entrepreneur has developed a product and taken a risk – The Bedlam Cube</p> <p>Answer the questions on the Bedlam Cube. <i>Students must come up with a written sales pitch for the Dragons why they should invest in the Bedlam Cube</i></p> <p>Plenary Feedback their opinions on the bedlam cube. What do the students think of the entrepreneur pitching and how will the dragons help his enterprise venture Homework</p> | <p>PPT Dragons Den Youtube clip. See link http://www.youtube.com/watch?v=1zBQa2XyvWE Bedlam Cube worksheet</p> | <p>Homework (2 weeks to complete)</p> <p>Pitch a new product or service idea of your choice to the dragons.</p> <p>This can be assessed for literacy with persuasive and descriptive language</p> |
| 3 | Why people start a business? | To know why people start a business To understand what a social enterprise is? | <p>Starter:</p> <p>Brainstorm on the board why people might start up their own business</p> | <p>Starter:</p> <p>Brainstorm on the board why people might start up their own business</p> | <p>PPT http://www.youtube.com/watch?v=SFcCgkT4ATQ</p> | Continued homework |

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| | | | <p>Main:</p> <p>Define the difference between social and business enterprises on paper</p> <p>Watch the video on Innocent Drinks http://www.youtube.com/watch?v=SFcCgkT4ATQ . This will familiarise the students with a social enterprise</p> <p>Plenary Students answer on paper</p> <ul style="list-style-type: none"> How is Innocent a good company? How do they look after employees? Where do some of their profits go? DO you think Innocent is more of a social enterprise or a Business enterprise? | <p>Main:</p> <p>Define the difference between social and business enterprises on paper</p> <p>Watch the video on Innocent Drinks http://www.youtube.com/watch?v=SFcCgkT4ATQ . This will familiarise the students with a social enterprise</p> <p>Plenary Students answer on paper</p> <ul style="list-style-type: none"> How is Innocent a good company? How do they look after employees? Where do some of their profits go? DO you think Innocent is more of a social enterprise or a Business enterprise? | | |
| 4 | Setting objectives SMART | To know the difference between an aim and objective To understand what SMART objectives are | <p>Starter <i>Use PPT for tier 4&5. Explain the mountaineer and mountain to reflect aims and objectives. This seems to help more with lower tiers</i></p> <p>Main Using the SMART sheet fill the explanation for each letter in the mnemonic. Complete the aims and objectives</p> | <p>Starter: <u>What may be the aims of these businesses/organisations?</u> <u>Discussion</u></p> <p>Main: Using the SMART sheet fill the explanation for each letter in the mnemonic. Complete the aims and objectives worksheet. Plenary Students must come up with an</p> | PPT SMART work sheet Aims and objectives worksheet | N/A |

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| | | | <p>worksheet.</p> <p>Plenary</p> <p>Students must come up with an overall aim for themselves and objectives of how to reach this aim.</p> | <p>overall aim for themselves and objectives of how to reach this aim.</p> <p>This can be school related</p> | | |
| 5 | Market research | <p>To Know the difference between primary and secondary research</p> <p>To understand how to construct a questionnaire</p> | <p>Starter</p> <p>Write down your favourite sandwich</p> <p>Main:</p> <p>Go through why a business conducts market research. Contextualise this with the weaker tier students thorough a sandwich shop.</p> <p>They must come up with ten questions for opening a new sandwich shop. Use the sheet to help.</p> <p>Plenary:</p> <p>Word search</p> | <p>Starter:</p> <p>Introduce how research is useful to business enterprises</p> <p>Main:</p> <p>Explain the difference between Primary and Secondary Research</p> <p>Students have been given a poor questionnaire for MP3 players. They must change the design and come up with a new questionnaire to ask students.</p> <p>Plenary</p> <p>Explain why they have changed some of the questions.</p> | <p>PPT</p> <p>Market research</p> <p>MP3 questionnaire</p> <p>Sandwich shop questionnaire</p> <p>wordsearch</p> | <p>Homework</p> <p>Students must ask the 8 questions provided for a new milkshake bar in Bingham</p> <p>They need the results for next week's lesson (important)</p> |
| 6 | Questionnaire analysis | <p>To Know how to record results in a pie chart</p> <p>To understand how results can be used for business strategy</p> | <p>Starter</p> <p>Students must all get out their homework from last week. Discuss the questionnaire. Could it of been improved</p> <p>Main</p> <p>Fill out each blank pie chart from</p> | <p>Starter</p> <p>Students must all get out their homework from last week. Discuss the questionnaire. Could it of been improved</p> <p>Main</p> <p>Fill out each blank pie chart from</p> | <p>Blank Pie Charts</p> <p>Questionnaire analysis sheet</p> | n/a |

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| | | | <p>their results</p> <p>Analyse each question and explain how this will affect their business strategy or setting up a milkshake bar in Bingham</p> <p>Plenary: Check learning by asking each student what they would do with selected question analysis</p> | <p>their results. <i>Top tier students could work out percentages for each question</i></p> <p>Analyse each question and explain how this will affect their business strategy or setting up a milkshake bar in Bingham</p> <p>Plenary: Check learning by asking each student what they would do with selected question analysis</p> | | |
| 7 | Calculating profit | <p>To know the definitions of profit and to calculate profit</p> <p>To understand how to improve profit</p> | <p>Starter Take students through PPT.</p> <p>Main: Go through simulation Mr Rogers BBQ with the whole class.</p> <p>Students must complete the task sheet.</p> <p>Plenary</p> <p>Check answers</p> | <p>Starter Take students through PPT.</p> <p>Main: Go through simulation Mr Rogers BBQ with the whole class.</p> <p>Students must complete the task sheet.</p> <p>Extension – Students come up with a scenario other students can answer. This can be typed up with an answer sheet for students</p> <p>Plenary</p> <p>Check answers</p> | PPT Calculating profit work sheet | N/A |
| 8 | SWOT | <p><u>To know:</u> What SWOT stands for.</p> <p><u>To understand:</u> How a SWOT analysis</p> | <p>Starter:</p> <p>Go through the slides of the PowerPoint. Discussion with class on the views of the strengths, weaknesses opportunities and treats</p> | <p>Starter:</p> <p>Go through the slides of the PowerPoint. Discussion with class on the views of the strengths, weaknesses opportunities and treats</p> | SWOT PowerPoint Internet – Tesco website | Students must do a SWOT analysis on a company of their choice |

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| | | <p>helps businesses/enterprises to plan.</p> | <p>of the businesses</p> <p>Main: Create a Swot analysis on TESCO. To find out the strengths and opportunities for TESCO look on their corporate website – http://www.tescopl.com/</p> <p>To find out about the weaknesses and threats look on the TESCOPOLY website – http://www.tescopoly.org/</p> <p>Plenary</p> <p>Students can feedback to the class either a Strength Weakness Opportunity or threat for TESCO</p> | <p>of the businesses</p> <p>Main: Create a Swot analysis on TESCO. To find out the strengths and opportunities for TESCO look on their corporate website – http://www.tescopl.com/</p> <p>To find out about the weaknesses and threats look on the TESCOPOLY website – http://www.tescopoly.org/</p> <p>Plenary</p> <p>Students can feedback to the class either a Strength Weakness Opportunity or threat for TESCO</p> | | |
| 9 | What makes a good business | <p><u>To know:</u> What often makes a good business? How to create a mind map.</p> <p><u>To understand:</u> How mind maps allow you to be creative and note down you ideas.</p> | <p>Starter: <u>A good or bad business? Discussion</u></p> <p>Main: Introduce on the board brainstorming with the class what makes a good business. Use the mind mapping examples. Give weaker students a copy of the business mind map from the PowerPoint.</p> <ul style="list-style-type: none"> <input type="checkbox"/> You are going to create a mind map on what you think makes a good business. <input type="checkbox"/> These are your ideas and | <p>Starter: <u>A good or bad business? Discussion</u></p> <p>Main: Introduce on the board brainstorming with the class what makes a good business. Use the mind mapping examples. Give weaker students a copy of the business mind map from the PowerPoint.</p> <ul style="list-style-type: none"> <input type="checkbox"/> You are going to create a mind map on what you think makes a good business. <input type="checkbox"/> These are your ideas and you | PowerPoint Paper Stationary | N/A |

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| | | | <p>you can include pretty much anything.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your opportunity to be CREATIVE. <input type="checkbox"/> I'm going to use the best ones as display work. <input type="checkbox"/> Make it bright, colourful and add pictures. <p>Plenary</p> <p>Ask each student to give one example of what makes a successful business</p> | <p>can include pretty much anything.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your opportunity to be CREATIVE. <input type="checkbox"/> I'm going to use the best ones as display work. <input type="checkbox"/> Make it bright, colourful and add pictures. <p>Plenary</p> <p>Ask each student to give one example of what makes a successful business</p> | | |
| 10 | <p>What makes a good business</p> <p>Literacy test</p> | <p><u>To know:</u> What often makes a good business? How to create a mind map. <u>To understand:</u> How mind maps allow you to be creative and note down your ideas.</p> | <p>Week 10</p> <p>Literacy task</p> <p>The students must complete a literacy task so their levels can be inserted on their reports for 8.2. Give out the task sheet. They should use their write on cards to answer the question.</p> | <p>Week 10</p> <p>Literacy task</p> <p>The students must complete a literacy task so their levels can be inserted on their reports for 8.2. Give out the task sheet. They should use their write on cards to answer the question.</p> | Literacy task | <p>Revise for November assessments</p> |