



Unit title	Exploring Business
Guided learning hours	90
Number of lessons	45
Duration of lessons	2 hours
Links to other units	
<ul style="list-style-type: none"> All other units 	

Key to learning opportunities			
AW	Assignment writing	RS	Revision session
GS	Guest speaker	V	Visit
IS	Independent study	WE	Work experience

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
1	Introduction		<ul style="list-style-type: none"> Tutor presentation: Issue specifications to discuss the unit, the learning outcomes, and the mode of assessment. Introduce useful online resources (e.g. www.thebusinesspodcast.co.uk and www.ted.com/talks). Small group activity/class discussion: Ask learners to collaborate in small groups to come up with examples of different businesses that they have experiences of then use these as the basis of a class discussion. 	<ul style="list-style-type: none"> Tutor presentation and notes PC or laptops with internet connection Small dry wipe boards for group activity
Learning aim A: Explore the features of different businesses and analyse what makes them successful				
2-3	Topic A1 Features of businesses <ul style="list-style-type: none"> Ownership Private, Public, Not-for-profit 		<ul style="list-style-type: none"> Tutor presentation: Presentation on choosing a legal structure for a business. Class discussion: Learners discuss businesses they know, identifying businesses by name and ownership (e.g. Asda PLC) to create an 'A to Z' of businesses and their type of ownership. This could lead to a discussion on the different types of ownership outside the UK, such as Apple Inc. 	<ul style="list-style-type: none"> Tutor presentation and notes Whiteboard Small dry wipe boards for paired activity



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			<ul style="list-style-type: none"> • Paired practical activity: Using directories, learners identify local business. Classify the businesses in the locality into private, public and not for profit. Learners should present their research findings to the class. • Class discussion: Learners discuss the findings on local businesses and look at the features that are similar and different between these businesses. 	<ul style="list-style-type: none"> • PC or laptops with internet connection for research • Local business directories (e.g. Thomson Local)
4-5	Topic A1 Features of businesses <ul style="list-style-type: none"> • Liability 		<ul style="list-style-type: none"> • Tutor presentation: Limited and unlimited liability – the advantages of forming a limited company. • Paired practical activity: Learners identify and classify businesses in the locality by liability. • Class discussion: Unlimited versus limited liability – if starting a new business, which would you choose? • Class activity: Recap quiz on legal structures and liability. 	<ul style="list-style-type: none"> • Tutor presentation and notes • Whiteboard
6-7	Topic A1 Features of businesses <ul style="list-style-type: none"> • Purposes • Scope of business activities • Sectors • Size 		<ul style="list-style-type: none"> • Tutor presentation: Give an overview of businesses, including: <ul style="list-style-type: none"> ○ supply of products or services ○ local, national and international ○ difference between for profit and not-for-profit businesses ○ different ways of measuring business size – turnover, employees, capital employed, profit, stock market value. • Paired practical activity: Using local business directories, learners research businesses in the locality, identify their scope, their purpose, classify them by sector and size, and look for commonalities. • Class discussion: What sort of businesses operate in the area, and why? 	<ul style="list-style-type: none"> • Tutor presentations and notes • Whiteboard • PC or laptops with internet connection for research • Local business directories (e.g. Thomson Local)



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8–9	Topic A1 Features of businesses	IS/V	<ul style="list-style-type: none"> • Small group activity/class discussion: In small groups, using knowledge gained from lessons 6–7, learners carry out secondary online research of larger businesses through their websites (e.g. ‘about us’ pages). Allocate each group a theme – private, public, profit, not for profit. Each group prepares a fact sheet on at least two large businesses to be shared with the group. • Class activity: Learners share their factsheets. Each learner writes a short report on the features of one business. • Paired practical activity: Learners devise a set of questions to be taken to a business on an independent or accompanied primary research trip to find out more about the features of business. • Class activity: Learners should share their proposed questions with the class, then each learner can make a final set of questions to take to a business. • Independent learning activity: Independent or accompanied primary research visits to different businesses using the questions prepared in class. • Small group activity: Learners share the findings of their research visits. 	<ul style="list-style-type: none"> • PC or laptops with internet connection for research
10–11	Topic A1 Features of businesses <ul style="list-style-type: none"> • Reasons for success 	IS	<ul style="list-style-type: none"> • Individual activity: Learners consider business success and jot down the businesses already discussed that they think are successful, giving reasons for their choices. • Small group activity: Learners discuss and list what they consider to be the three key ingredients for business success. • Class discussion: Learners contribute to a class discussion on what they think are the key ingredients for business success, with the result being a list of key ingredients. 	



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			<ul style="list-style-type: none"> • Individual activity: Using the command word 'analyse', ask learners to write a short report on what makes one of the chosen businesses successful. 	
12-13	<p>Topic A2 Stakeholders and their influence</p> <ul style="list-style-type: none"> • Internal and External stakeholders 	GS	<ul style="list-style-type: none"> • Tutor presentation: Introduction to stakeholders: <ul style="list-style-type: none"> ○ internal – managers, employees, owners ○ external – suppliers, lenders, competitors, debtors, creditors, customers, government agencies and departments (local, national, international), communities (local, national, international), pressure groups, interest groups. • Paired practical activity: Learners prepare questions ahead of the guest speaker visit. • Guest speaker: Enlist the help of a visiting speaker (someone from a local business) to help explain stakeholder involvement, and the importance of managing stakeholder relationships and expectations. • Class discussion: Question and answer session with the speaker using prepared questions. 	<ul style="list-style-type: none"> • Tutor presentations and notes • Whiteboard



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14-15	Topic A3 Effective business communications <ul style="list-style-type: none"> Written and oral 		<ul style="list-style-type: none"> Tutor led discussion: Discuss formal and informal ways of communicating with internal and external stakeholders. Class discussion: Discuss why it is important to ensure there is appropriate communication between the business and stakeholders. Small group activity: Using their centre as an example of a business that communicates with stakeholders, learners look at the ways this happens (e.g. prospectuses, letters to parents/guardians, memos to staff, text messages, centre website, social media, etc.). Learners discuss scenarios where each method could be used. Individual practical activity: Learners write a short report to assess the effectiveness of the different communications discussed in class. 	<ul style="list-style-type: none"> Tutor notes Examples of business communications (e.g. from centre)
Learning aim B: Investigate how businesses are organised				
16-17	Topic B1 Structure and organisation <ul style="list-style-type: none"> Organisational structures 	V	<ul style="list-style-type: none"> Small group activity: Ask learners to work in small groups to research and gather information on the structure and organisation of a number of businesses. This could be online research or through visits to local businesses. Independent practical activity: Learners visit a number of contrasting businesses in the locality to gather information about a variety of different organisational structures. Independent activity: Learners prepare and deliver a short presentation using professionally presented slides and speaker notes to share their findings with the class. Class discussion: Use learners' presentations to lead a discussion on the suitability of different types of structure and organisation for different businesses. 	<ul style="list-style-type: none"> Online resources from Biz/Ed about business organisation: Go to www.bized.co.uk/learn/index.htm and search for 'Business Organisation lesson plan'



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18	Topic B1 Structure and organisation <ul style="list-style-type: none"> Functional/operational areas 		<ul style="list-style-type: none"> Individual practical activity: Learners should choose one business from their previous research, and investigate: <ul style="list-style-type: none"> the purpose of each of the functional areas the activities of each functional area. <p>Learners write a short report on their findings. This could be followed by a class discussion.</p>	<ul style="list-style-type: none"> PC or laptops with internet connection for research
19–20	Topic B2 Aims and objectives <ul style="list-style-type: none"> Aims of businesses in the private, public and not-for-profit sectors: Mission, vision and values SMART objectives 	GS	<ul style="list-style-type: none"> Tutor-led discussion: Explain the difference between aims and objectives, and the importance of objectives being SMART. Individual activity: Give learners a list of objectives and ask them to rewrite them as SMART objectives. Paired activity: Learners work in pairs to prepare a set of questions for a guest speaker from a local business who could explain the mission, vision and values, aims and objectives of their business to the group. Guest speaker: Ask a guest speaker from a local business to explain the aims and objectives of their business to the group. 	<ul style="list-style-type: none"> Lists of objectives to be formulated as SMART objectives
21–22	Assignment 1	AW	<ul style="list-style-type: none"> Assignment writing: Learners work independently on their assignments. 	
Learning aim C: Examine the environment in which businesses operate				
23–25	Topic C1 External environment <ul style="list-style-type: none"> Political Economic, fiscal, monetary and other government policies 		<ul style="list-style-type: none"> Tutor presentation: Explain the concept of the external environment in which businesses operate. Small group activity/group discussion: Learners consider how a business should respond to influences. Learners should create two tables to list some possible factors that could indicate important influences – one for a large business and 	<ul style="list-style-type: none"> Tutor presentations and notes Whiteboard



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	<ul style="list-style-type: none"> • Social attitudes to saving, spending and debt; social responsibility requirements; change • Technological change • Environmental factors and ethical trends • Legal environment 		<p>one for a small business. These should contain the following headings:</p> <ul style="list-style-type: none"> ○ political ○ economic, fiscal, monetary and other policies ○ social ○ change. 	<ul style="list-style-type: none"> • PC or laptops with internet connection for research
26–27	<p>Topic C2 Internal environment</p> <ul style="list-style-type: none"> • Corporate culture • Corporate Social Responsibility (CSR) • Ethics 		<ul style="list-style-type: none"> • Tutor presentation: Explain the concept of the internal environment in which businesses operate. • Individual practical activity: Learners research a number of high profile businesses to investigate their approach to corporate culture, CSR and ethics and share their findings with the class. • Small group practical activity: Learners choose one business and select either corporate culture, CSR, ethics or a mixture of these to prepare an appropriate presentation with speaker notes. Example presentation titles might be 'Is Company X a responsible business?' or 'Does CSR pay?'. 	<ul style="list-style-type: none"> • PC or laptops with internet connection for research
28–29	<p>Topic C3 Competitive environment</p> <ul style="list-style-type: none"> • Competition (local, national and international) 		<ul style="list-style-type: none"> • Tutor presentation: Explain the concept of the competitive environment. • Individual practical activity/class discussion: Learners investigate the current and possible future local, national and international competition for a chosen business. 	<ul style="list-style-type: none"> • Case studies or online resources such as businesscasestudies.co.uk/



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	<ul style="list-style-type: none"> Factors influencing competitive advantage Benefits and importance of establishing and maintaining a competitive advantage 		<ul style="list-style-type: none"> Tutor presentation: Using topical case studies, explain what is meant by competitive advantage. Group discussion: Why is it important for a business to gain competitive advantage? Individual practical activity: Learners choose a business and prepare a short report on how they have gained or lost their competitive advantage and the effect this has had on the business. 	<ul style="list-style-type: none"> PC or laptops with internet connection
30-31	<p>Topic C1 External environment</p> <p>Topic C2 Internal environment</p> <p>Topic C3 Competitive environment</p>		<ul style="list-style-type: none"> Lead in (15 min): Recap the concepts of the external, internal and competitive environments already covered. Small group discussions: Small groups research and become 'experts' on either the external, internal and competitive environments. They should consider current trends and the impact of these on businesses. Learners can then be redistributed into new groups, so that each new group has an 'expert' on each subject who can then share their knowledge with their new group. Knowledge quiz: Quiz learners to check their knowledge of the concepts taught by the group 'experts'. 	<ul style="list-style-type: none"> Tutor presentations and notes Whiteboard Large sheets of paper for each group to make notes



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32–33	<p>Topic C4 Situational Analysis</p> <ul style="list-style-type: none"> Using various techniques to assess the business environment <ul style="list-style-type: none"> PESTLE analysis SWOT analysis 5C's analysis Porter's Five Forces 		<ul style="list-style-type: none"> Tutor-led discussion: Discuss the use of techniques to assess the business environment. Knowledge quiz: Learners complete a quiz on PESTLE analysis to examine the internal and external business environment. Small group activity: Give learners a case study business as a basis to carry out one or more forms of analysis. 	<ul style="list-style-type: none"> Tutor presentations and notes Whiteboard Business case studies
Learning aim D: Examine business markets				
34–36	<p>Topic D1: Different market structures</p> <ul style="list-style-type: none"> Perfect competition, imperfect competition Number of firms Freedom of entry Nature of product 		<ul style="list-style-type: none"> Tutor presentation: Explain the different types of competitive structures – perfect and imperfect competition. Class discussion: Lead a discussion on competition using examples such as competition and monopoly in the airline industry or the lack of competition in a particular market. Individual practical activity: Ask learners to show their understanding of perfect and imperfect competition by producing a visual representation of this, perhaps as a mind map. Tutor presentation: Explain the different features of markets (e.g. the number of firms, freedom of entry and nature of the product). Class discussion: Discuss features of the market. 	<ul style="list-style-type: none"> Tutor presentations and notes Whiteboard PC or laptops with internet connection for research Online resources from Biz/Ed about market structures: www.bized.co.uk/learn/index.htm



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				Go to Economics > Firms > Market Structure
37–39	Topic D2: Relationship between demand, supply and price <ul style="list-style-type: none"> Influences on demand Influences on supply Elasticity 		<ul style="list-style-type: none"> Tutor presentation: Consider the level of demand and the relationship between demand and price, the relationship between supply and price and elasticity. Paired practical activity: Learners use a case study to look at how these concepts are linked (try to use a topical issue such as fracking). Individual practical activity: Learners complete questions (perhaps from an online economics question bank) to check their understanding. 	<ul style="list-style-type: none"> PC or laptops with internet connection for individual activity
40	Topic D3 Pricing and output decisions <ul style="list-style-type: none"> Impact on pricing and output decisions in different market structures Responses by business to pricing and output decisions of competitors in different market structures. 		<ul style="list-style-type: none"> Tutor presentation: Consider pricing and output decisions. Paired practical activity: Learners use case studies (preferably about a topical/current issue) to consider these concepts and feed back to peers. Tutor-led discussion: Using examples, such as the price of festival or concert tickets, show the relationship between demand, supply and price. Explain how the availability of products affects how the demand from consumers interacts with the supply offered by producers. 	<ul style="list-style-type: none"> PC or laptops with internet connection for research Case studies and online articles
41–42	Assignment 2	AW	<ul style="list-style-type: none"> Assignment writing: Learners work independently on their assignments. 	



Lesson	Topic	Lesson type	Suggested activities	Classroom resources
Learning aim E: Investigate the role and contribution of innovation and enterprise to business success				
43-44	<p>Topic E1 Role of innovation and enterprise</p> <ul style="list-style-type: none"> • Innovation • Enterprise <p>Topic E2 Benefits and risks associated with innovation and enterprise</p> <ul style="list-style-type: none"> • Benefits • Risks 	GS	<ul style="list-style-type: none"> • Guest speaker: Enlist the help of a visiting speaker (e.g. someone from a local business) to explain the use of enterprise and innovation in an existing business, and the benefits and risks. • Group discussion: Learners should discuss findings from speaker's visit. • Paired activity: Learners research innovation and enterprise using a local business of their choice as their case study. • Paired practical activity: Ask learners to prepare and deliver a short presentation in pairs, using slides and speaker notes to share their findings with the group. The slides and presentation should be of a professional standard. 	<ul style="list-style-type: none"> • Tutor presentations and notes • Whiteboard • PC or laptops with internet connection for research and presentation • Online articles or case studies about risks and benefits of enterprise and innovation
45	Assignment 3	AW	<ul style="list-style-type: none"> • Assignment writing: Learners work independently on their assignments. 	