

Lesson Plans

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Contents

1. Expanding a business
2. customer care
3. New product development
4. communication with customers
5. Location of a business
6. Marketing and branding
7. Marketing and promotion
8. Recruitment
9. Marketing mix
10. Business opportunities
11. Teamwork
12. Knowing yourself
13. Leadership
14. communication skills
15. creativity
16. Taking risks

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 **Merrill Lynch**

Curriculum links

England

PSHE: Economic wellbeing and financial capability

The lesson plans provide good links with and cover many elements of the new PSHE: Economic well-being and financial capability programme of study. Below are the areas covered by the plans.

Key concepts

1.1 Career

- c** Understanding the qualities, attitudes and skills needed for employability.
- b** Developing a sense of personal identity for career progression.

1.2 Capability

- a** Exploring what it means to be enterprising.
- d** Becoming critical consumers of goods and services.

1.3 Risk

- a** Understanding risk in both positive and negative terms.

1.4 Economic understanding

- a** Understanding the economic and business environment.

Key processes

2.1 Self-development

- a** develop and maintain their self-esteem and envisage a positive future for themselves in work
- c** assess their needs, interests, values, skills, abilities and attitudes in relation to options in learning, work and enterprise

2.3 Enterprise

- a** identify the main qualities and skills needed to enter and thrive in the working world
- b** assess undertake, and manage risk
- c** take action to improve their chances in their career
- f** develop approaches to working with others, problem-solving and action planning
- h** develop and apply skills and qualities for enterprise
- i** demonstrate and apply understanding of economic ideas.

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Range and content

- b** the organisation and structure of different types of businesses, and work roles and identities
- e** the personal review and planning process
- f** skills and qualities in relation to employers' needs
- g** a range of economic and business terms, including the connections between markets, competition, price and profit
- i** how and why businesses use finance

Curriculum opportunities

- a** use case studies, simulations, scenarios, role play and drama to explore work and enterprise issues
- c** recognise, develop and apply their skills for enterprise and employability
- e** research options and progression routes in learning and work
- g** engage with ideas, challenges and applications from the business world
- k** make links between economic wellbeing and financial capability and other subjects and areas of the curriculum.

The lesson plans also provide links to and opportunities for cross-curricular working within the following subjects:

English, including the key skill of Communication, Business Studies and Economics, Art, Geography, Drama, Food technology, Citizenship

You can find more guidance on delivering Enterprise education and making it cross-curricular here:

<http://curriculum.qca.org.uk/key-stages-3-and-4/cross-curriculum-dimensions/enterprise/>

Scotland

It is the aspiration of the Scottish government that all young people develop their skills as successful learners, confident individuals, responsible citizens and effective contributors to society and at work. The lesson plans cover the following aspects:

- **Successful learners**
(able to) use literacy, communication and numeracy skills, think creatively and independently, learn independently and as part of a group, make reasoned evaluations
- **Confident individuals**
(with) secure values and beliefs, ambition, (able to) relate to others and manage themselves, assess risk and make informed decisions
- **Responsible citizens**
(with) respect for others
- **Effective contributors**
(with) an enterprising attitude (able to) communicate in different ways and in different settings, work in partnership and in teams, take the initiative and lead, apply critical thinking in new contexts, create and develop, solve problems

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You can find more information on enterprise education in Scotland here:

<http://www.ltscotland.org.uk/enterpriseineducation/>

Please note that information given here should be regarded as interim advice as the Curriculum for Excellence develops and will be fully implemented in August 2009.

Wales

The lesson plans provide links with the aims of the Personal and Social Education (PSE) curriculum area, including:

- Prepare learners for the choices and opportunities of lifelong learning
- Prepare learners for the challenges, choices and responsibilities of work and adult life.

The lesson plans also offer opportunities for students to develop these key skills across the curriculum:

- Developing thinking
- Developing communication
- Developing ICT
- Developing number

Northern Ireland

The lesson plans have good links with the curriculum area for Learning for Life and Work, including Employability and Personal Development.

They also provide opportunities for developing the key skills of Communication, Using Mathematics, Using ICT, Problem Solving and Working with Others.

For more curriculum links for the whole site, go to the [Teachers' Notes](#)

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1. Expanding a business

Lesson aims:

- To introduce the concept of expanding a business
- To give students the opportunity to demonstrate their understanding of expanding a business

Lesson outcomes:

- All students will have carried out a SWOT analysis based on a scenario, and know that businesses can expand and the usual methods used to expand.
- Most students will also have shown their understanding of the advantages and disadvantages of expanding a business and have records of business analysis documents.
- Some students will also be able to use a business decision-making framework to assess the viability of business expansion.

Materials needed:

SWOT analysis and Business decision making framework from **Teachers' toolkit**
Merrill Lynch case study – **"adidas breaks into the US"**

Stage	Activity	Time
Starter	Ask students to work in pairs to decide what they think it takes to organise a concert. Ask them what they think are the five most important elements. (Venue, marketing, the band, security, car parking/transport, merchandise, sales of refreshments, ticketing, etc) Ask students why each one is important.	5
One	Ask students why they think businesses expand. (Need more business, need more profit for owners, there is spare capacity in the business, to beat competitors, to keep shareholders happy) Then ask students how businesses expand. (Business has a natural size and needs to expand or stay static. Business develops a new product and needs to market it. Organic expansion – the business grows, taking over other businesses, more demand from customers) Then ask students what advantages business expansion has for their own communities. Will there be more jobs as a result? How does an area with more employment benefit from having more jobs? If more people are paying tax, how will that benefit the community?	5
Two	Introduce the following scenario to the students: Gigs R Us is a successful business that has developed locally organising concerts and music events in local area. The owner, Rick is involved in running the business and has the following people working for him. They are: a secretary/book keeper (2.5 days per week), a driver, a sound and lighting technician (2 days per week) and a full-time DJ who runs the disco side of the business. Rick is able to run the business himself and is working 45 hours per week. Now Rick wants to expand into a regional business. He has the opportunity to take over two similar businesses in the next towns. He has little competition in his area, but the other two businesses have a good deal of competition in their areas. In order to expand, Rick knows that he will have to borrow money to pay for the two new businesses and will need more staff time.	5
Three	Introduce the concept of a SWOT analysis to the students: A SWOT analysis is designed for the user to help analyse a current situation or a proposed change. You are asking the students to think about the strengths of the situation e.g. the business is already well established, the owner has expertise in the business. The weaknesses of the situation e.g. the owner will need to borrow money to buy the other businesses. The opportunities e.g. the owner will be able to make more income and probably profit, and finally the threats to his business e.g. he may have to find more money to pay for a loan; the competition in the new area. Give students SWOT analysis to carry out. Students do this using the scenario as a basis. Ask the students to fill in the SWOT analysis boxes with as many bullet points as possible.	15
Four	Ask students to work in pairs for five minutes to prepare a two-minute presentation. Student A is in favour of taking the other businesses over. Student B is against the takeover. Student A presents to B, then B to A.	10
Plenary	Give students the Business decision-making framework to make a final decision as a pair. Ask them to discuss and record why they have come up with the final decision.	10
Extension/ Home learning	Ask students to prepare a detailed reasoning why expansion should or should not take place and to be able to share with the rest of the group in the next class. You could ask them to go to the Merrill Lynch Case study – “adidas breaks into the US” – the outcome and answer the ‘Over to You question*. Ask the students to record how they think adidas would have benefitted from using a SWOT analysis in this case.	

* ‘If you were the head of a really big company like adidas and you wanted to take over a rival business what information would you want to find out before you made an offer?’

2. customer care

Lesson aims:

- To introduce the concept of customer care in business to students
- To give students the opportunity to demonstrate their understanding of customer care in a business

Lesson outcomes:

- All students will understand what is meant by customer care in business and why it is important to business. They will have taken part in deciding how to find out what customers need.
- Most students will also have developed questions to ask customers as part of market research.
- Some students will have looked at the wider advantages of good customer care to a business.

Materials needed:

Blank paper

Simple Questionnaire Design and Analysis from **Teachers' Toolkit**

RBS interactive activity

Merrill Lynch principles

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Stage	Activity	Time
Starter	As pupils are entering, ask them to discuss in pairs: When you have been shopping, where have you found the best customer care? Ask the class to share their examples to establish their experience of customer care and to give them ideas to work on in the lesson. For example, help with finding the right size clothes, help with deciding on the right colour, help with ordering.	5
One	Ask students to work in groups of four. Run through the following role-play scenario: Two customers together. Two bank assistants: one assistant, one manager. Bank paying-in machine has “swallowed” a card. How would you deal with the situation? Use the following questions to stimulate class discussion: How did each side feel? What about understanding developing of both sides? What do you need to know about your customers? What about a knowledge of the law? Is it needed? How much? To round up the discussion, you could show the students the Client Focus element of the Merrill Lynch principles as an example of how businesses operate with customers and the importance of this to their business.	15
Two	Discuss with students what sections there are in a bank building to cater for customers. From this students will identify some of the functions that take place in a bank. Write these on the board as they mention them. Give students blank paper, and ask them in pairs to sketch the basic shape of the building, then decide where they would place each of the functions so as to be helpful for customers. Ask them to identify verbally or in written form why they chose the areas they did.	15
Three	Ask students to come up with methods of finding out what customers want (<i>market research</i>). Ask them: What questions would you ask your customers to help you decide the layout of the bank? Give students the Simple Questionnaire Design and Analysis from the Teachers' Toolkit .	10
Plenary	Run through any new words you have covered in the lesson.	5
Extension/ Home learning	Students could work through the RBS Interactive activity on setting up rural banking facilities. Afterwards or in the next class, discuss what more was learned about the benefits of customer care and market research to a business.	

3. New product development

Lesson aims:

- To introduce the concept of new products in business to students
- To introduce the importance of new products to businesses and customers
- To develop students' understanding of their own skills and the skills of those around them

Lesson outcomes:

- All students will understand the importance of new products to businesses and to customers. They will understand the importance of teamwork and have demonstrated their understanding of their own skills and the skills of those in their teams. They will have carried out a SWOT analysis with their group and developed their understanding of problem solving and decision making.
- Most students will also understand unique selling points and be able to identify them in their product.
- Some students will also understand the analytical nature of a SWOT analysis.

Materials needed:

Blank paper

SWOT analysis sheet from the **Teachers' Toolkit**

RBS company profile

Produced by

Brought to you by

Stage	Activity	Time
Starter	<p>Ask the class:</p> <p>What is the latest communication technology? Where will it go in future, for example in five years' time? What would you want a communicator to do for you?</p> <p>Give the students blank paper and ask them to work on their own to sketch a handset and add features that they think could be added in the future. Tell students they are not restricted in any way, they can add anything they like.</p>	10
One	<p>Now ask students to work in groups to list the features they included on their handset, then to list the features that just two of students included. Finally ask them to list the features that just one person included. They should end up with three lists.</p> <p>Then ask each group to come up with an agreed new handset using the lists to help decide what should be included.</p>	10
Two	<p>Ask students in their groups to make a list of the unique selling points of the new handset and make notes together on how they would use these points to market the handsets.</p>	5
Three	<p>Tell the students they now need to find out if their new handset is needed by the people who could buy it. How would they find out if there is a market for their new handset?</p> <p>Ask them to work in groups to work out and record three ways in which they could find out. You should expect them to suggest different market research styles such as an invited panel research, on-line research via email, demo handset shown to get reactions.</p>	15
Plenary	<p>Ask students to exchange their ideas with another group and carry out a SWOT analysis of their new handsets using the SWOT analysis sheet (see lesson plan 1 for an explanation of a SWOT analysis). Ask them to give positive feedback to the group for whom they carry out the analysis.</p>	10
Extension/ Home learning	<p>Ask the students go to the RBS company profile and carry out the Over to You activity* focusing on the 'Financial services for enterprise activity' where students will find out ways in which a bank can support a new business enterprise.</p> <p>Discuss these with students as part of following lessons. (<i>Banks, Venture Capitalists, Social enterprise providers</i>). You might find the Make Your Mark site helpful for this.</p>	

* Financial services for enterprise

Find out about the ways in which a bank can support a new business enterprise. List the products which would be essential or useful to someone starting a business, and say how these products would benefit them.

4. Communication with customers

Lesson aims:

- To introduce the concept of communication with customers
- To develop students' understanding of a range of communication methods for different purposes
- To develop students' understanding of their own skills and the skills of those around them

Lesson outcomes:

- All students will understand a range of customer communication and have taken part in decision making about the best way to communicate in particular situations.
- Most students will also understand the importance of this to a business.
- Some students will also have developed their understanding of problem solving and decision making.

Materials needed:

Pens, pencils, coloured pens/pencils, paper

Capital One case study 1

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Stage	Activity	Time
Starter	Ask students to work with a partner to decide on five reasons why businesses and customers communicate with each other. (<i>Customer complaints, customer satisfaction, giving and receiving information, advertising, answering letters, finding out about customer preferences</i>). Share ideas as a class.	5
One	Ask students to work in pairs and ask each other what methods of communication would be best for the following situations (a-d): a) You have received a phone message from someone who works in your building. They need an answer to a question today. b) You have received a letter of complaint about a product from a customer. They want you to replace and collect the item. c) A potential customer has come to your business to find out more about a product. d) You have to let a customer know that the item they have ordered has arrived and is ready for collection. Each person must be able to give a different answer to the other. Students take turns asking and answering until they run out of ideas for each question. This means they can ask about the same situation more than once.	10
Two	Ask students to choose one of the situations (a-d) and to work alone to describe an example of each of the type of communications suggested for each of the situations they have just discussed.	15
Plenary	Students work in pairs to put together a two-minute presentation to show what they have learned about communication in business Select a few pairs to present their ideas to the rest of the group	20
Extension/ Home learning	You could ask students to look at the Capital One case study 1 and read the case study background, then go the What Happened? section, then Over to You.* Ask them to make notes on their answers and report back to the class in the next lesson to prove their understanding of communication with customers for business.	

* The School Governors have expressed concerns about the misuse of dinner money by the younger students in the school. There have been many complaints from parents about their children either losing their money, spending it on fast food, or in some cases being the victim of bullying.

You have been asked to come up with a solution to the problem. However, the school will not make the investment unless they are convinced there is sufficient support.

- What research will you carry out?
- Which sections of the school community will you survey?
- Devise a questionnaire which reveals opinions and also has a quantitative outcome which will show the depth of feeling in the school.
- What types of solutions do you think will be suggested?

5. Location of a business

Lesson aims:

- To introduce the concept of location of business to students
- To give students the opportunity to demonstrate their understanding of location in a business

Lesson outcomes:

- All students will understand what is meant by location in business and know a small range of factors affecting location.
- Most students will also know a wide range of factors affecting location.
- Some students will also understand and have completed a business decision-making framework.

Materials needed:

A3 paper

Pens pencils, coloured pens/pencils

Business decision making framework from the **Teachers' Toolkit**

Stage	Activity	Time
Starter	<p>Give students three factors which affect the location of business. For instance, customer location, availability of staff, a relevant site. You could use the example of a small plastic manufacturing company.</p> <p>Ask students to come up with more factors that could affect where to locate a business. (<i>Cost of the site, transporting goods to the site, transporting goods out of the site, locally available grant aid to support the new business, can customers get to the site easily if they need to, proximity of the location to "raw" materials or a supply of the products for sale</i>)</p> <p>Share the results as a class.</p>	10
One	<p>Introduce the following scenario to the students: A petrol company want to set up a new filling station. There are three possible sites available.</p> <p>Site 1 is on the new bypass of a town. The bypass is a dual carriageway. There is a rival filling station on the bypass about half a mile away across a roundabout and two miles from the motorway. This is a greenfield site and is expensive to develop. It is estimated to cost the company about £1.2 million to get into operation. They have to pay for the development of the site and the access to the bypass. The new bypass is expected to take traffic out of the centre of the town and to carry about 20,000 vehicles each day.</p> <p>Site 2 is attached to a medium-sized branch of Blockos, a well-known national supermarket chain which is located near the centre of town. Here the company would be developing a brownfield site which is an old mill. The company would receive grants to help develop this site. The roads nearby are busy and the supermarket is used by many people who work in the town as well as people coming in from the surrounding area. The petrol company and Blockos have come to an agreement about sharing the cost of development. It is estimated to cost the company about £700,000 to get into operation. Blockos say that 2,000 customers use the store each day.</p> <p>Site 3 is on an open stretch of two-way road between the town and the neighbouring town, which is 20 miles away. There is no other filling station on that stretch of road. The site is developing a brownfield agricultural site, which makes it cheaper and means that the company can get some development grants from the council. It is estimated to cost them about £500,000 to get into operation. The council say that 4,000 vehicles use this road each day.</p> <p>Ask students in pairs to read the scenario and decide which factors of location will be important to this scenario. Ask students to put all the factors into a priority order. Ask students to discuss them in pairs and be able to say why they are in this order.</p>	10
Two	Tell the students that the petrol company have asked them to decide where they would place the filling station. Working in groups of three, ask the students to decide where they would locate the new filling station. Ask them to make a note of the reasons for their choice.	20
Plenary	Ask students to make a two-minute presentations to the rest of the group showing the reasons for their choice of location.	10
Extension/ Home learning	Give students copies of the Business decision making framework and ask them to complete it for the filling station location challenge that they have been working on.	

6. Marketing and Branding

Lesson aims:

- To introduce the concept of marketing and branding of products to students
- To give students the opportunity to demonstrate their understanding of marketing and branding of products in a business

Lesson outcomes:

- All students will understand what is meant by marketing and branding, and why they are important to business.
- Most students will also understand the concept and importance of a strapline, and be able to think creatively to come up with their own.
- Some students will also have an understanding of how these factors are linked.

Materials needed:

Paper, coloured pens

Merrill Lynch principles

4 Ps of marketing from the **Teachers' Toolkit**

Merrill Lynch interactive activity

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Stage	Activity	Time
Starter	<p>Show students a selection of different company logos, some very well-known and some less well-known. Explain what a strapline* is and give an example. Ask students if they can think of straplines for the logos from the site.</p> <p>Take students through the Client Focus section of the Merrill Lynch principles, so that they realise how this would be important in their role as marketing experts in the scenario they are about to look at.</p>	10
One	Ask students: How important is the strapline? What does it do for marketing? What does it fix in the heads of the buyers? Does it influence buyers?	10
Two	<p>Read the following scenario to the students:</p> <p>The tennis racket company Strings have come up with a new thin and lightweight racket. They think it is so unique that they want to market it under a different name and image from the rest of their range. It uses a strong alloy and carbon fibre and uses a new revolutionary hollow string. They want to market it particularly to young people as a totally new concept in rackets.</p>	5
Three	Ask students to work in pairs and alternately tell each other the best points of the new racket.	5
Four	<p>Refer students to the company profiles on The Enterprise Zone, and ask them to look at why they chose their logos.</p> <p>Ask them to work in pairs to come up with a new brand name and logo for the new racket. Then ask them to draw the logo and make sure the brand name is a part of the logo.</p>	10
Five	<p>Students work in pairs to design a full page advert for Strings to use in a sports magazine. Ask them to make sure they use the new logo and strap line as well as the name of the main company.</p> <p>Remind students to make sure they link the new ideas of the racket with the new brand and to remember their audience is young people and that Strings want their new racket to be a market leader.</p>	15
Plenary	<p>Ask the pairs to present their ideas to another pair. They need to make sure they explain how their branding fits the new ideas that Strings have and how it will attract the right audience.</p> <p>Ask students to give constructive feedback to the other pair saying how they think they have succeeded and how they might improve.</p>	5
Extension/ Home learning	Merrill Lynch interactive activity. Ask the students to complete the activity which is about a new design of jeans. Ask them to think about the questions: How important is a new brand in global selling? What difference does a brand name make? Share answers in the next class.	

* A strapline is a simple and memorable phrase to accompany a logo or brand, that communicates a product's appeal. If effective, it should become an important part of its image. Also called slogan, tag line, or catch line.

7. Marketing and Promotion

Lesson aims:

- To introduce the concept of marketing and promotion and its importance to businesses and customers
- To develop students' understanding of their own skills and the skills of those around them.

Lesson outcomes:

- All students will understand the importance of the marketing and promotion of products to businesses. They will know there are 4 Ps of marketing and what they are. They will also understand the importance of working in teams.
- Most students will also understand three of the 4 Ps of marketing and be able to describe them.
- Some students will know and understand all of the 4 Ps of marketing and be able to explain them.

Materials needed:

4 Ps of marketing from **Teachers' Toolkit**

Merrill Lynch principles

Merrill Lynch case study 2

A5 paper

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Stage	Activity	Time
Starter	<p>Ask the students: How do you find out about what new products are available to you? How would you know if there was a new chocolate bar/computer game/MP3 player/mobile phone on the market?</p> <p><i>(Advertising, targeted market advertising)</i></p> <p>Then say: You have all seen adverts for new products. Is it important to advertise them in a particular way?</p> <p>Elicit some examples for each answer.</p>	5
One	<p>Tell the students to imagine they are developing a new range of clothes for teenagers. Ask the students to work in pairs to discuss the following:</p> <ul style="list-style-type: none"> • What items would you include in the range? Make a list of garments. • Design a name and logo for the range. This must reflect the types of garments in the range. <p>Think about the importance of the name.</p> <p>Share answers and ideas as a class and make sure the students understand that this is the Product 'P' of marketing.</p>	8
Two	<p>In pairs, one student takes the list of garments and prices them without discussing their answers with the other member of the pair. Use the worksheet provided to add in prices. Ask the pairs to share their ideas, compare prices and come to an agreed price.</p> <p>Ask the class why price is important to a product. Then ask: Would the price be the same for the whole lifetime of the product? If not, why not, and how would it change?</p> <p><i>(Yes, to keep the level of profit up, to get back development finance. No, to ensure customers keep buying the range.)</i></p> <p>Share answers as a class and highlight to students that this is the Price 'P' of marketing.</p>	10
Three	<p>Ask students where they would sell their range of garments and to think of local outlets where they would like to sell their range.</p> <p>Share answers as a class and highlight that this is the Place 'P' of marketing.</p>	8
Four	<p>Ask the students to continue working in pairs to complete the following activity:</p> <p>You have to promote your range of garments. Plan out a quick TV, radio, magazine or newspaper advert for your range of clothes.</p> <p>Share ideas as a class and highlight that this is the Promotion 'P' of marketing.</p>	10
Plenary	<p>You have identified each of the 4 Ps of marketing. Now bring them all together in discussion with the students. Give students the 4 Ps of Marketing sheet from the Teachers' Toolkit and ask them in pairs to complete each box with name and features of each P.</p> <p>Ask them to look at the logos of the businesses on The Enterprise Zone and to discuss how the businesses use their logos in marketing.</p> <p>You could show the students the principles behind client care as contained in the Merrill Lynch principles particularly – Client Focus, Responsible Citizenship, and Integrity. Explain that these are the sort of principles that businesses use in the ways they deal with customers. Ask them how they would adapt the principles for a business which deals particularly with marketing and promotion.</p>	10
Extension/ Home learning	Merrill Lynch case study 2. Ask the students to read and carry out the Get Creative section*.	

* Get creative

If you were an advertising agency, how could you help adidas to achieve its ambition to become the leader in the US trainer market?

- Start by writing down what you know about adidas sportswear
- Make a list of words that come to mind when you think of the adidas brand
- Make a sketch of a really cool trainer and label its special features
- What sort of people would buy this trainer?

8. Recruitment

Lesson aims:

- To introduce the concept of recruiting for business to students
- To introduce the importance of the right recruitment to businesses
- To develop students' understanding of recruitment so that they can plan their own skill and knowledge development.

Lesson outcomes:

- All students will know where and how businesses advertise jobs and have developed an awareness of how businesses go about designing job adverts. They will know the basics of where and how businesses organise recruitment.
- Most students will have considered how their own skills and knowledge could be developed in order to apply for jobs in the future.
- Some students will also know how to write a job advert for a particular business.

Materials needed:

Merrill Lynch principles

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Stage	Activity	Time
Starter	Tell students to imagine they are looking for a job. Ask where they could look to see what is available. Write their answers on the board. (Company websites, shop noticeboards and windows, newspapers, magazines, internet recruitment sites, job centres, recruitment agencies, professional papers/trade magazines)	5
One	Tell student that they are going to write a job advert to advertise for staff for a social networking site. As a class, you could read the Merrill Lynch Principles as a class to give background to business thinking and to the sorts of values companies might be looking for when they are recruiting.	5
Two	Tell students they will be designing a creative TV/internet advert for a social networking site to recruit creative young people who will develop the site for their members. Ask what kind of style they would use for the advert and discuss different advert styles for different purposes. Ask students to produce a storyboard for the advert. When students are designing the advert ask the them to answer the questions below: <ul style="list-style-type: none"> • How would you attract the most creative young people to join the company? • How could you attract people who would be committed to the company's way of working? • What information do you need to include in a job advert? 	25
Three	Ask students where they would advertise for new recruits to work for the site and to make a mind map of different places where they could advertise jobs. Ask students to decide on three of these and explain why they would use them and for which types of job.	5
Plenary	Ask the students: How would you approach applying for a job? What do you need to consider? (Asking in the shop for an interview, asking for an application form, filling in an application form, finding out more about the business, going to an interview, answering questions, asking questions) Ask the students to work in pairs to think about what sort of questions would they would ask an applicant to answer at an interview. Ask them to think about the kind of questions the applicant could ask an employer at interview.	10
Extension/ Home learning	Ask the students to type 'applying for a job' into a search engine and use the results of the search and what they have learnt in class to write an information leaflet aimed at school leavers which explains how to apply successfully for a job. You could also ask the students to research the kinds of jobs there are in the businesses on The Enterprise Zone website and to make a list of ten of the jobs they find in each business. Ask them to research and find out what qualifications they would need to be able to apply for three of the jobs they find. They could use the company websites to help them.	

9. Marketing Mix

Lesson aims:

- To introduce the concept of Marketing Mix to students
- To introduce the importance of Marketing Mix to business

Lesson outcomes:

- All students will know what is meant by Marketing Mix and understand that price is a major factor in the Marketing Mix.
- Most students will also understand the meaning of brand loyalty and its importance and understand that the Marketing Mix will differ for different products.
- Some students will also understand the meaning and importance of a strap line.

Materials needed:

A4 paper, pencils, coloured pens and pencils

Merrill Lynch company profile

NB You may wish to ask the students to do some internet research prior to the class to get some background on ethically-sourced foods, and find some examples

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Stage	Activity	Time
Starter	Ask the students to think of their favourite chocolate bar. Then ask them to come up with three ways it is marketed to them and then share them with a partner. (Packaging, advertising types – TV, magazines, newspapers, 2 for 1 promotions, price)	5
One	Set the scenario: An ethical food company are offering a new ethically sourced chocolate bar for sale. It is the same size as standard bars from other companies, and has the same kind of content as other milk chocolate bars. They want it to be a different shape to standard bars and they want it to be a way of educating people about ethically sourced food. It is to be sold around the world. Ask what 'ethically sourced' means (<i>fair wages to workers, fair working conditions, sustainable.</i>) Ask students to discuss what differences they think there is in price when buying from businesses that use ethically sourced products.	5
Two	Students work in pairs to brainstorm the elements that will have to be taken into account when the new chocolate bar is marketed. (<i>Advertising, price, packaging, who will buy the product, branding of the bar</i>)	10
Three	As an example look at the Merrill Lynch logo and ask why Merrill Lynch uses a bull as their logo. Students then use it to think about what qualities they want to portray with their logo. They could also look at the other company logos on the site. Ask the students to design a brand name and, if they have time, a strapline* for the new chocolate bar.	15
Four	Ask the students to come up with a competitive pricing policy for the bar. Ask: What will you charge for the bar and why? What factors do you think you need to consider when pricing a new product? (<i>Cost of product, how much profit you want to make, production costs, promotion costs</i>) Ask the students to come up with a strategy to promote the new bar. Ask them how they will generate interest in people buying it and continuing to buy it? (or being "brand loyal" to that product) Ask the students to think about and discuss the reasons why all businesses do not advertise on radio and television? (<i>Not all businesses need to advertise that widely, not all can afford to advertise on radio and TV, the customers may not watch that TV channel at the right time, some rely on word of mouth recommendation</i>).	5
Plenary	Tell students that all of the areas in the five areas above make up the Marketing Mix for the product. Ask the students to draw a diagram on A4 paper showing what goes into the marketing mix.	10
Extension/ Home learning	Ask students to design a storyboard for an advert for their new chocolate bar, using the strap line and logo they have discussed in class.	

* A strapline is a simple and memorable phrase to accompany a logo or brand, that communicates a product's appeal. If effective, it should become an important part of its image. Also called slogan, tag line, or catch line.

10. Business Opportunities

Lesson aims:

- To introduce the concept of new opportunities in business to students
- To introduce the importance of taking advantage of new opportunities to business
- To introduce the concept of entrepreneurship

Lesson outcomes:

- All students will know what is meant by business opportunities.
- Most students will also understand that price is a major factor in the Marketing Mix.
- Some students will also understand the effect that using new business opportunities have on a business.

Materials needed:

Paper, pens, pencils

[Google company profile](#)

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Stage	Activity	Time
Starter	Ask students to think of a new or updated product they have recently come across – it may be a development of an older product or completely new. Ask them to write down three things about the product which make it attractive to them as a consumer, then share these with a partner. <i>You could collect examples of packaging and advertising for a different set of products to start them thinking e.g. promotions from major supermarkets, holiday advertising</i>	5
One	Set the following scenario for the students: Businesses are always on the look out for new opportunities. These may be developing a current product, thinking up and designing a new product, using a new technology, or being able to expand the business in some way. The activities here are to get you thinking about business opportunities and how they affect a business. You have a business that makes and sells trainers. One of your design team has come up with the idea of making holiday sandals with a thinner trainer style sole with air support included. They plan to call this the “Air Sandal”. They plan to make the “Air Sandal” in a range of style, colours and sizes and which will appeal to a range of age groups.	5
Two	Ask the students to work in pairs and to mind map their ideas for the business to sell the “Air Sandal” to a wide range of age groups. <i>(Selling trainers to children, teenagers, young adults and older people, making a range of colours appropriate for different age groups, making a range that will appeal to people who are going to particular holiday destinations)</i> Ask the students to come up with ideas for at least six different types of the new sandal that will appeal to different markets. These can be sketched and annotated to explain their appeal.	15
Three	Students continue working in pairs to decide on their best three ideas. Ask them to produce an illustrated plan to supply their new “Air Sandals” to a wide range of shoe shops. They must say: what the products are, why it will important to the people who buy them, why it is particularly suitable for the market they have chosen and how they will persuade customers to buy their products. The students must also say what it will mean to their business, what it will change in their business and why.	15
Plenary	Select some pairs to present their ideas. Ask the students to share their ideas with the rest of the group as if they are making a sales pitch to the buyers who buy for shoe shops. They will have two minutes to make their ideas clear to the rest of the group. Then hold a class vote on the best pitch.	15
Extension/ Home learning	Ask the students to use the Google company profile on The Enterprise Zone website and to complete the second Over to You* activity.	

* Fifteen years ago Google Inc. did not exist. Where will Google be in 10 years' time? Work in groups to identify how Google can innovate to maintain its market position. Think about:

- markets for managing information
- new products and product features
- competitive threats
- political threats.

Each group should select one idea to develop and put forward as a new strategy that Google should invest in. The suggestion should be supported with an analysis of the benefits of the idea and how it answers the questions:

- Is this good for our users?
- Is this good for our customers and partners?
- Does this solve a big problem?
- Will this transform an industry?
- Is this a long-term solution or short-term fix?

11. Teamwork

Lesson aims:

- To introduce the concept of teamwork to students
- To introduce the importance of teamwork to the development of individuals

Lesson outcomes:

- All students will know what is meant by teamwork and understand its importance in business
- Most students will also understand how businesses use teamwork

Materials needed:

Observer's sheets from the **Teachers' notes**

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Stage	Activity	Time
Starter	<p>Ask the class for examples of where they have worked in a team (<i>team sports, school projects, orchestra</i>)</p> <p>Ask them how many people there were in the team and what their particular roles in the team were. Were they a leader within the team, or did they have responsibilities and if so, what were these?</p>	5
One	<p>The aim here is for each student to produce card houses of the best quality within a given time.</p> <p>Give sheets of card, glue, and scissors, and ask the students to work individually to make a small house out of card. Tell them they have five minutes to complete the task. Students then peer assess quality.</p> <p><i>Other items here could be a, car or different styles of car or vehicle, hot air balloons made in sections (made with only string, balloons, paper and paperclips) parachute carriers for eggs that have to arrive safely on the ground or a water carrier using only paper, glue and paper clips.</i></p>	10
Two	<p>Ask the students to do the same task again, this time in pairs. They have five minutes to complete the task. Tell them that only one person can do the cutting. Again, students peer assess quality.</p>	10
Three	<p>Ask students to work in groups of four. This time, they have to produce two houses in twelve minutes. Again tell them that only one person can do the cutting and you must have one person in charge of quality. One person must be an observer and fill in the observer's sheet. The teacher will also have an observer's sheet and complete it at this time. At the end of the time the students will assess quality again. Ask observers to feed back to their groups the observations they have made.</p>	15
Plenary	<p>a) Select some pairs of students to compare their observer's ideas with your observations. Concentrate particularly on the advantages and disadvantages of teamwork.</p> <p>b) Show the students the Merrill Lynch principles to highlight the Respect for the Individual and Teamwork sections as examples of good practice. Use this as a discussion point. Ask students to make a record of the discussion.</p>	10
Extension/ Home learning	<p>Ask the students to carry out the group evaluation from the Teachers' Notes to reflect on what they have learnt about teamwork.</p>	

12. Knowing yourself

Lesson aims:

- To introduce the concept and importance of “knowing yourself”
- To introduce the idea that employers need employees to know themselves and their own development needs

Lesson outcomes:

- All students will know what is meant by self evaluation and have taken part in self evaluation.
- Most students will understand how people working in businesses and organisations can get to know themselves and their own development needs better.
- Some students will also have developed an understanding of how this is important for businesses and individuals.

Materials needed:

Skills list worksheet

Group skills worksheet

Outline of a person worksheet

This is just about you worksheet

Merrill Lynch principles

Stage	Activity	Time
Starter	<p>Explain to the students that the idea of this lesson is to carry out a series of activities which will help them to get to know more about themselves, their skills and what they need to do to improve themselves for the future.</p> <p>Ask them to use the Skills list worksheet to help them, and write down three of their strengths as a person and three areas which are less strong. Ask the students to share them with a partner.</p>	5
One	In pairs, ask students to ask each other the questions on This is just about you worksheet. Tell them they must answer the questions quickly and without thinking too much.	10
Two	Ask the students to work on their own to complete the Skills list worksheet. Ask them to be very honest. Tell them If they are not sure about a skill to ask you to explain.	10
Three	In groups of five, students share their thoughts about their skills and then complete the Group skills worksheet. Their aim is to gather the best five skills for each person so that they know the skills total for the group.	10
Plenary	Ask the students to think about how these group and individual skills could translate into principles for a work ethic. Ask the students to record the conclusions that their group decides and then to discuss the results as a class and record the results for the whole group.	15
Extension/ Home learning	Give students a copy of the Merrill Lynch principles and the Outline of a Person worksheet and ask them to complete the outline for themselves. Then they should compare their own individual principles with those of a large company. Ask the students to decide how they differ and how are they similar. Ask the students to decide whether they think they may have to change their ideas to fit with the ideas of an employer or not. Discuss the results in the next class.	

13. Leadership

Lesson aims:

- To introduce the concept of leadership to students
- To introduce the importance of leadership in various situations

Lesson outcomes:

- All students will know what is meant by leadership in a variety of situations. They will have taken part in leadership exercises both as a leader and as part of the group.
- Most students will also have had the opportunity to be an observer and have commented on the leadership of others.
- Some students will also have had the opportunity to evaluate their own leadership potential.

Materials needed:

A5 paper, pens, pencils, coloured pens and pencils

Envelopes with four leadership activities

Observer sheets from the **Teachers' Toolkit**

Stage	Activity	Time
Starter	<p>To get the students thinking about leadership, first write some quotes from great leaders on the board. For example:</p> <p>"Learning and Leadership are indispensable to each other". (John F. Kennedy)</p> <p>"The art of leadership is saying no, not yes. It is very easy to say yes". (Tony Blair)</p> <p>"Innovation distinguishes between a leader and a follower". (Steve Jobs, CEO and founder of Apple Inc)</p> <p>(An internet search will come up with many more. You could ask the students to do this themselves prior to the lesson.)</p> <p>Ask the students: What makes a leader? What are three characteristics of a leader? Ask the students to share their thoughts with a neighbour and compare their answers. Tell them to be prepared to lead a small group themselves.</p>	5
One	<p>In this lesson there are four activities to carry out. In each case one person will lead the group through the activity.</p> <p>Ask the students to work in small groups. During each activity, one person will be the leader and another will be an observer who will give feedback to the group.</p> <p>Tell them they will need to allow three minutes in each session for the observer to give feedback. This means each leadership task should only last seven minutes. The activities will mainly be discussions among the group which have to solve a problem or lead to later activities. Each leadership activity is in a separate envelope and they will not see it until it is their turn to lead the group. The leader for each task will have to explain the activity to the group – the rest of the group cannot read the activity. The leader is responsible for making sure the group stays within the time limit and completes the tasks.</p> <p>Arrange the tables in the classroom so there are eight round or square tables, each with an envelope with an activity in it. Divide the class into groups of four and ask each group to sit on one of the tables. They will then move from table to table completing the activities in the envelope until they have completed all four activities. Remind them of the time limits and to choose a leader who must read out the task to the rest of the group before they start. After each twelve minute time slot, the groups must move to the next table.</p>	5
	<p>Leadership activity 1</p> <p>The group is lost on the moors during a night walk. The leader must make sure that the group is safe for the night and that they have a plan to get them back to base in the morning. Lead the group through a discussion about what needs to be done to make this happen. The group is quite well equipped with a tent and sleeping bags. They have only the food they are all carrying.</p>	10
	<p>Leadership activity 2</p> <p>The group has thought of an idea for a new product. The product is a new electric kettle that uses half the energy of the older design. The leader wants the group to come up with a new name and logo for the kettle which has to fit with the name of the company which is "We Boil for You". If there is time the leader will ask the group to start thinking about how they can advertise the kettle.</p>	10
	<p>Leadership activity 3</p> <p>The group has to transport a vital component for a scanner to a hospital 300 miles away. It is a very fragile item which will need careful handling and packing. The leader has to lead the group in a discussion to decide how the item will be packed and how it will be transported to the hospital. The leader will need to use the discussion to find out the skill levels of each person so that they can decide who will carry out which parts of the task. By the end of the discussion the leader will have decided a method of packing and transporting the item. They will tell the group which part they will be carrying out and how the whole idea fits together.</p>	10
	<p>Leadership activity 4</p> <p>The group has to organise a party for eight children aged 4 -5 years old in a nursery. The leader will lead the group in a discussion of what they need to do for the party to be a success. By the end of the discussion the leader will have assessed the different skills of the people involved and be able to tell the group what will happen at the party, and what each person in the group will be doing at the time of the party.</p>	10
Plenary	(This is an on-going activity in the feedback and discussions with the observers)	
Extension/ Home learning	<p>Ask the students to carry out the following activities:</p> <p>a) Answer the questions: How much of a leader are they? Do they want to be more of a leader? What will they do to improve their leadership qualities?</p> <p>b) Look at the teamwork section of the Merrill Lynch principles and decide which of these need leadership qualities as well as team qualities.</p>	

14. communication skills

Lesson aims:

- To introduce the concept and importance of communication skills to students

Lesson outcomes:

- All students will be familiar with a range of communication skills and will understand that communication is a vital part of all aspects of life.
- Most students will also understand how employers value communication skills and how packaging can persuade customers to buy a product.

Materials needed:

Paper, coloured pens

Merrill Lynch principles

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Stage	Activity	Time
Starter	<p>Ask the students to work with a partner and pass a message about something to do with a hobby or a favourite piece of music using no words (written or spoken). The partner can ask questions to confirm understanding.</p> <p>Then ask them how successful they were, and which techniques were most/least effective.</p> <p>Ask them which situations they can think of that businesses may have for communicating a message (<i>Internally between leaders and groups of employees, between employees dealing with events in a business, between employees and customers</i>).</p>	10
One	<p>Ask students to brainstorm their ideas for the question "What is meant by communication?" in small groups. Ask them to think about what is needed to communicate a message well. (<i>The aspects of communication: the message, the sender, the media to be used, the receiver and feedback</i>)</p> <p>Write these aspects of communication on the board.</p>	5
Two	<p>Ask the students to continue working in pairs and think about the most important parts of each aspect.</p> <p>For example, the sender needs to know what they are trying to communicate, the message needs to be clear, the right media must be used (<i>paper, text, email, letter, multi media message, visual, aural</i>), the receiver needs to be aware of the message, it needs to be clear if feedback is needed or not and what sort.</p>	5
Three	<p>Ask the students to work in groups of four to think of an event for their community which would enhance the lives of young people in some way. Then ask them to come up with ways to communicate the plan to different audiences in different ways. For example, use of posters, advertisements, flyers, speaking at meetings and so on. Each could be designed for a different part of the community.</p> <p>Their main aim is to get the adults around them to take notice of their message. Their message is to convince people of their own age and adults of the importance of their event.</p>	5
Plenary	<p>Ask: What different ways of communicating their message are there in this situation? The idea is to share the creative ideas they have come up with in stage three. For example, they may want to use local radio, posters or flyers in local newspapers. After a discussion, hold a class vote on the most effective methods.</p>	5
Extension/ Home learning	<p>Ask the students to go to the BT case study 2 go to the challenge and Over to You* section and answer the questions there.</p>	

* What are communication skills? Try writing a definition.

Do you agree with BT that learning to communicate better would make the world a better place? How might this make a difference to everyday life in your school and local community? Write your views here.

Can you think of a campaign that would fit BT's objective?

15. creativity

Lesson aims:

- To introduce the concept and importance of being creative to students
- To introduce the idea that there are businesses that give advice on how to set up and run businesses

Lesson outcomes:

- All students will know what is meant by being creative and understand the need for employees and employers to be creative.
- Most students will also understand the need for businesses to seek advice to help start, run and develop their organisation.
- Some students will also understand the concept and practical nature of getting advice and support in business.

Materials needed:

Pens, pencils, paper

Merrill Lynch case study 2

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Stage	Activity	Time
Starter	Ask the students: What are your three favourite foods? Then ask them to share their ideas within a group of three and explain to each other why these are their favourite foods.	5
One	Tell students that a 'food entrepreneur' (e.g. Jamie Oliver) has become very interested in the idea that every area/region/country has some food dishes that are more popular there than elsewhere or that are produced in that area. For example, Cheddar cheese is from Somerset, Yorkshire pudding, Bakewell tart from Derbyshire, Haggis from Scotland. Their challenge is to come up with a food that is from their region/culture/religion, or is popular in their school/family, and then to come up with some snappy marketing ideas including a brand name to persuade the food entrepreneur to include it in his/her latest regional cookery TV series. For instance, eggs are often referred to as "farm fresh" to make them appealing, and milk is referred to as a natural product.	5
Two	Working in small groups, ask students to come up with a food theme such as 'Yorkshire yoghurts' or 'Coventry curries' for their area/region/country/culture/religion.	5
Three	Tell the students their main marketing is going to be through the brand website. Ask each person in the group individually to design their version of the homepage for the website.	20
Four	Ask the students to compare the four different website homepages they have made and then after a discussion choose the one they think will be best for the group.	5
Plenary	Ask the students to prepare a three-minute presentation to communicate their food ideas and also their website homepage. Their presentation must say what is distinctive about their foods and why they are already popular. They will then go on to explain how their new ideas will improve the foods and how their website will market the foods well. Ask students to include headings of the areas of their business for which they think they would benefit from getting advice and support from businesses such as Merrill Lynch. It would be useful if students had internet access in order to do this. Select some pairs of students to present their ideas and to share their ideas with the rest of the group.	10
Extension/ Home learning	Ask the students to use the Merrill Lynch case study 2 . Go to the challenge page and Over to you*. Using the same questions from the Get Creative section ask them to be creative for their new food business. Ask the students how they would make their food business a market leader and be known all over the world. Ask students to research and record the different ways that Merrill Lynch is able to advise and support other businesses. Ask them to comment on the usefulness of this type of advice and support to new businesses and those which have been running for a while.	

* Get creative

If you were an advertising agency, how could you help adidas to achieve its ambition to become the leader in the US trainer market?

- Start by writing down what you know about adidas sportswear
- Make a list of words that come to mind when you think of the adidas brand
- Make a sketch of a really cool trainer and label its special features
- What sort of people would buy this trainer?

16. Taking Risks

Lesson aims:

- To introduce the concept and importance of taking risks to business and enterprise
- To introduce the idea that people take risks in many ways in business

Lesson outcomes:

- All students will know what is meant by taking risks in business and have shown their understanding by contributing to a risk assessment mind map.
- Most students will know at least two ways of raising business finance.
- Some students will understand a good range of ways of raising business finance.

Materials needed:

Paper, pens, pencils, coloured pens/pencils

Stage	Activity	Time
Starter	<p>Ask the students: What is risk?</p> <p>Then give them the following risks:</p> <p>Crossing the road, taking a car journey, skateboarding on the pavement, buying a lottery ticket, getting a job as a lion tamer, setting up your own plumbing business</p> <p>Discuss the possible risks associated with each one and ask them to give each a % risk.</p> <p>Discuss what risk means to different people.</p>	10
One	<p>Hand out the following scenario to students and read through it with them:</p> <p>The small market town of Normal has a population of about 20,000 people, with about another 30,000 living within 15 miles. A local entrepreneur has come up with the idea of converting an old brick built warehouse into a cinema with two small screens. She wants to have a fast food outlet with the cinema and is trying to get the council to take part in the project by offering them a new electronic library and a car park which the council would run and take the income from. She is also trying to get a local group to use part of the building as a nursery. The warehouse is up for sale at £400,000, the surrounding land for the car park is for sale at £75,000 and the council owns another section of land next to the warehouse.</p> <p>Her builder tells her it will cost £200,000 to convert all of the building, but only £140,000 for just the cinema. The car park will cost another £75,000 to complete.</p> <p>If the council will carry out the library work and rent the library space, the costs are reduced by £30,000 and the rent income will be £5,000 per year. If she can persuade the nursery to do the same, the costs will be reduced by £30,000 and rental income will be £4,000 per year.</p>	5
Two	<p>Ask the students: How much will it cost the entrepreneur to make the cinema alone and how much for the other proposals?</p> <p>Then ask them in pairs to discuss with their partner the other costs which could be involved in this project. Also ask them to make a list of the costs if she goes ahead with the library and nursery. They must then decide what the difference is for her and to make a record of their decisions.</p>	10
Three	<p>Say to the class: The entrepreneur may get income from the council and the nursery. Where else could she get income?</p> <p>Ask them to make a list of ways she could get income.</p>	5
Four	<p>Ask the students to make a mind map to show both advantages and disadvantages of the project for the entrepreneur.</p>	10
Five	<p>Give the students the following information: The entrepreneur has £300,000 in the bank from her last project and has a house with no mortgage on it which is currently worth £325,000. This means she will need to raise money for the project.</p> <p>Ask the students to discuss in groups of four different ways of raising finance.</p> <p>After five minutes, share the ideas as a class.</p> <p><i>(Bank loan, personal loan from family/friends, mortgage the house, get a group of business people together to share the project, get the council interested in being a partner, grants, becoming a limited company and selling shares.)</i></p>	10
Plenary	<p>Ask the students to work out how much risk is involved for the entrepreneur and for the lender in using each method of raising finance.</p>	10
Extension/ Home learning	<p>Refer to the Skills list, ask the students what skills they worked on in this session and to make a record of the skills they used.</p>	

The skills List for:

(name)

Here is a list of capabilities, skills and understanding. You will probably have some of these and not others. It is not usual for anyone to have them all. You may have a good number but be stronger in some than in others. You may not find all of the capabilities, skills and understanding you have on the list – so add in any you think are missing.

Tick the boxes for yourself:

Enterprise Skills & Capabilities	Some	Medium Amount	Good Amount
• Generating ideas			
• Planning & organising			
• Using initiative			
• Decision making			
• Solving problems			
• Taking calculated risks			
• Leadership			
• Teamwork			
• Setting targets/goals			
• Communicating and presenting			
• Adapting to change			
• Analysing & evaluating			
• Negotiating & compromising			
• Managing money & resources			
• Being resilient			
• Being an entrepreneur			

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Business Understanding	Some	Medium Amount	Good Amount
• Business start up			
• Business planning			
• Business organisation (including ownership)			
• Marketing including advertising			
• Markets			
• Pricing			
• Competition			
• Business finance and cash flow			
• Location of a business			
• Human resources including recruitment			
• Employer responsibility to the community & environment			
• Adapting to change			
• Challenges of business & its importance to society			
• Basic business economics including growth			

Financial Capability			
• Money systems			
• Credit systems			
• Investment systems			
• Budgeting			
• Financial planning			
• Personal risk management			
• Take responsibility for impact of financial decisions (individual, business)			
• Wider community			
• Responsible use of own resources			

Any other capabilities, skills or understanding			
•			
•			
•			
•			
•			

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Name:

My skills are:

- 1.
- 2.
- 3.
- 4.

Each member of your group should fill in one box. Then the group can see what skills you all have and can make best use of them.

Look at the skills list to help decide.



Name:

My skills are:

- 1.
- 2.
- 3.
- 4.

Our skills

Group name:

Name:

My skills are:

- 1.
- 2.
- 3.
- 4.

Name:

My skills are:

- 1.
- 2.
- 3.
- 4.

Name:

My skills are:

- 1.
- 2.
- 3.
- 4.

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What am I like, where do I want to go and how do I get there?

The world is made up of people of many different types. Sometimes that makes it difficult to know where we fit in or where we can take our lives. Using what you have already done in the lesson bring together your thoughts in the space below. Write what you think you are like as a person on the left hand side. Write in where you think this could lead you on the left hand side. Write down anything you think you will need to do to achieve your goal in the final box.

What am I like?

Where could this lead me?



What will I need to change to get there?

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This is just about you!

What was your favourite holiday and why?

Who or what makes you giggle and why?

What makes you angry?

What is the most important thing about being a good friend?

Name something you would like to achieve in the next 12 months

What is your dream job?

Describe your perfect day. Where would you be, who would you be with and what would you be doing?

What is your first memory?

What's good about a rainy day?

If you knew you were going to be stranded on a desert island for a year what five things would you take with you?

If you had to eat only one food for the rest of your life what would it be?

If you could pick a new first name for yourself what would you choose?

If you were given £1,000 to use to help other people, how would you spend it?

If you could have one super power for the day, what would it be?

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