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**Knowledge Rich Curriculum Plan**

Year 10 Business and Enterprise

Unit: Component 2- LOA Planning for and Pitching an Enterprise Activity



| **Business and Enterprise****Year 10** | **Unit: Component 2- LOA Planning for and Pitching an Enterprise Activity** |  |  |  |
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| **Lesson/Learning Sequence**  | **Intended Knowledge:***Students will know that…* | **Tiered Vocabulary**  | **Prior Knowledge:***In order to know this students, need to already know that…* | **Assessment**  |
| **Lesson:** **Planning for a Micro Enterprise Activity** | * Students will know that an enterprise needs to consider what it wants to achieve before starting-up.
* Students will know how to write SMART targets for given enterprises.
 | Tier 2**Realistic****Measurable****Satisfaction** Tier 3**Revenue:** Is the money coming into the enterprise (income). **Aims**: Are the targets an enterprise wants to achieve within a specified time period and should be SMART. **Financial Aims:** Plans that involve meeting money-based targets. **Non-financial Aims**: Aims that do not involve meeting money-based targets can be grouped together as non-financial aims | * ***Students need to already know that enterprises need to create a business plan.***
* ***Students need to already know how to calculate revenue and consider break-even targets.***
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| **Lesson:** **Goods and Services** | * Students will know that enterprises need to identify their features and a USP in order to differentiate themselves from their competitors.
* Students will know how to identify the competitors in a market and know how these impacts on the pricing of a
* business.
 | Tier 2**Models:** Tier 3**Feasibility:** Means how easy or practical it will be to do something successfully.**Fixed costs:** Costs that don't change according to the changes in output. **Variable costs:** Costs that change according to the changes in output.**Cost-plus pricing:** Calculating the cost of creating the product, then adding on a percentage. **Competition based pricing:** Looking at what competitors charge for the same sort of product and charging a similar price. **Skimming:** Charging a high price initially to 'skim off' profits, before dropping the price later. **Penetration:** Charging a low price initially to appeal to more customers, before raising the price over | * ***Students need to already know that pricing strategies can form part of a promotional campaign.***
* ***Students need to already know how to research competitors within a market.***
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| **Lesson:** **Identifying the Target Market** | * Students will know the importance of appealing to and reaching a target market.
* Students will know how an enterprise attracts new customers at the same time as sustaining repeat customers.
 | Tier 2**Virtual:****Identified:****Beneficial:****Device:** Tier 3**Market segmentation:** Is the process of dividing the market into groups of customers with similar characteristics. **Target market:** The customers that an enterprise is aiming its products at. **Physical marketplace**: Where buyers and sellers come together to trade face to face. **Virtual marketplace**: Is one that makes use of the internet (ecommerce).  | * ***Students need to already know that enterprises use market segmentation to target specific customer groups.***
* ***Students need to already know how to identify the type of market segmentation that different businesses are using.***
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| **Lesson:** **Methods of Communication with Customers Intended** | * Students will know that enterprises must use a variety of methods to communicate with their customers.
* Students will know how to select the most appropriate type of communication for an enterprises' product and its target market.
 | Tier 2**Checkout counter:****Waffle:** Tier 3**Promotional materials:** Are things like flyers and brochures, that help to increase sales or gain business. **Point of Sale:** Where displays with sales promotions are found next to or near the checkout counter. | * ***Students need to already know that promotional methods are used to communicate with businesses. Students need to already know how to identify advantages and disadvantages of different elements of promotion.***
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| **Lesson:** **Resources Required** | * Students will know that enterprises will need to consider what resources are needed and the availability of the required resources.
* Students will know how to identify what combination of physical, financial and human resources are the most suitable for different businesses.
 | Tier 2**Conveyer belts:****Outdated:****Equipped:** Tier 3**Wages:** Are usually calculated hourly to pay for work that has been done. | * ***Students need to already know that the sources of finance available to start-up businesses are more limited.***
* ***Students need to already know how to identify physical resources needed by different enterprises.***
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| **Lesson:** **Risk Assessment Intended** | * Students will know that businesses face risks and need to plan for events even if they never happen.
* Students will know how to complete a contingency plan and risk assessment for given enterprises.
 | Tier 2**Outweigh:****Fines:****Threat:** Tier 3**Risk Averse**: Is avoiding or being unwilling to take risks. **Contingency Plan**: Where risks are identified by a business and a plan is put in place on how to react to unexpected events. **Risk Assessment**: Identifying potential risks, considering the likelihood of these risks turning into problems and considering, risk vs reward.  | * ***Students need to already know that enterprises need to weigh up risk vs reward.***
* ***Students need to already know how to complete a skills audit to assess any weaknesses with the entrepreneur.***
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| **Lesson:** **Pitching for a Micro Enterprise Activity** | * Students will know that enterprises need to consider what they need to put into a pitch before starting to create one.
* Students will know how different external parties will be interested in the pitch for different reasons.
 |  | * ***Students need to already know that a business plan is needed when presenting to request external sources of finance.***
* ***Students need to already know how to structure a business plan.***
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| **Lesson:** **The Micro Enterprise Pitch** | * Students will know that pitching should take around 10 minutes.
* Students will know how to use persuasive skills when delivering a pitch.
 | Tier 2**Potential:****Demonstrations:****Rhetorical:****Audience:** Tier 3**Pitch:** The presentation made by anentrepreneur about the nature an details of an idea or start-up to persuade a person or business to invest in the enterprise, or loan capital to start upthe enterprise. | * ***Students need to already know that a pitch may be needed to acquire external sources of finance.***
* ***Students need to already know how to create a PowerPoint presentation.***
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| **Lesson:** **The Contents of your Pitch** | * **Students will know what to include in a pitch.**
* **Students will know how to structure a pitch.**
 | Tier 2**Substitute:**Tier 3**Business Plan:** A formal document used to outline the details of a business start-up. Your micro enterprise pitch will include much of the information found in a business plan. **An overview:** A clear and concise explanation of an enterprise.  | * ***Students need to already know who will want to see an enterprise pitch.***
* ***Students need to already know how use persuasive language in an enterprise pitch.***
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| **Lesson:****Presentation Skills: Delivering a Professional Pitch** | * **Students will know how they should come across delivering a pitch.**
* **Students will know how to dress and greet the audience when delivering a pitch.**
 | Tier 2**Attitude:****Rehearsing:****Appearance:**Tier 3**Professionalism:** Involves acting in a way that is appropriate for a profession in a certain occupation.  | * ***Students need to already know that first impressions are important.***
* ***Students need to already know how to dress professionally.***
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| **Lesson:** **Presentation Skills: The needs of your Audience** | * Students will know the skills needed to engage and involve an audience such as using humour and giving tasks to complete.
* Students will know how to send and receive messages/feedback when communicating with an audience in order to keep their attention.
 | Tier 2**Humour:** The quality of being amusing or comic, especially as expressed in literature or speech.Tier 3**Exercise:** This could involve a product demonstration, tasting food or taking part in a short quiz.  | * ***Students need to already know that in order for communication to be effective, questions need to be asked and responses need to be thought out.***
* ***Students need to already know how to engage in conversations with peers and teachers.***
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| **Lesson:** **Presentation Skills: Using Visual Aids** | * Students will know how important visual aids such as text and graphics and handouts are.
* Students will know how to create handouts and presentation that are simplistic and easy for an audience to follow.
 | Tier 2**Presentation:** The presentation of an image on a surface, especially a cinema screen. **Graphics**: The products of the graphic arts, especially commercial design or illustration.Tier 3**Slideshow/slide deck:** a presentation of a series of still images and text on a projection screen or electronic display to help a presenter to communicate information to an audience. **Legibility**: The quality of handwriting. Being clear and easy to read | * ***Students need to already know that presentations that are too detailed and busy are very hard for an audience to read.***
* ***Students need to already know how create PowerPoint presentations and create logos and images.***
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| **Lesson:** **Communication Skills** | * Students will know the difference between verbal and non-verbal communication types.
* Students will know how to use body language, eye contact, tone and pace to create an effective pitch
 | Tier 2**Gesture:** A movement of part of the body, especially a hand or the head, to express an idea or meaning. **Pace:** Move or develop (something) at a particular rate or speed.Tier 3**Verbal Communication:** The sharing of information between individuals through speech and the written word. **Non-verbal Communication**: Communicating with individuals without speaking. Non- verbal communication includes body language, gestures, facial expression, proximity and touch. | * ***Students need to already know that tone and eye contact are important aspects of how people communicate with each other.***
* ***Students need to already know how to use tone and pace to deliver a presentation that interesting and doesn't lose the interest of the audience.***
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| **Lesson:** **Responding to Questions** | * Students will know that listening to and answering questions can be the most important part of a pitch
* Students will know how to use business terminology when listening to and responding to questions from an audience
 | Tier 2**Anticipate:** To expect or predict something. Tier 3**Recession**: a recession is generally defined as two successive quarters of negative economic growth.  | * ***Students need to already know the types of questions that they may get asked as this should feature in their business plan.***
* ***Students need to already know how their business will meet key targets such as break-even point and attracting customers.***
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| **Lesson:****LOC- Giving Feedback** | * Students will know the importance of ensuring that feedback is clear, constructive and positive.
* Students will know how to structure the feedback that they give to their peers who have delivered their pitches.
 | Tier 2**Timely**: given or made available at a suitable moment.Tier 3**The Boost Model:** A model used when giving feedback; Balanced, Observed, Objective, Specific and Timely. | * ***Students need to already know that by only giving negative comments without solutions, this can impact on the confidence of others which is a key entrepreneurial characteristic.***
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| **Lesson:** **Receiving Feedback** | * Students will know that receiving feedback can be a good way to reflect and make improvements for future pitches.
* Students will know how to reflect on their feedback and evaluate what went well and where improvements can be made.
 | Tier 2**Professional manner**: Professional mannermeans that the personnel performing the services will possess the skill and competence consistent with the prevailing business standards in the industry. | * ***Students need to already know that the ability to evaluate and reflect on your work is a higher level skill.***
* ***Students need to already know how to use evaluative language to improve their work.***
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