

Lesson plan

Level 3 Certificate/Extended Certificate in Applied Business

Unit number: 5

Unit name: Developing a Business Proposal

Assessment or performance outcome: PO1 (P1)

Tutor name:

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| **Group or cohort** |  |
| **Week no.** | 1 |
| **Date** |  |
| **Guidance notes**  In the previous lesson, the tutor introduced the main purpose of the unit and detailed its links to units 1, 2 and 3 (reviewing the content of these units). The tutor also provided an overview of the nature and purpose of mind-mapping in relation to considering potential business ideas.  Software tools were introduced eg XMind and the use of word processor templates.  In this lesson, learners develop their ability to create mind-maps for business ideas. The focus is on identifying target markets and product features without worrying too much about viability of the overall business ideas.  This lesson will need to be followed by a further lesson where individual learners complete the target market and product features aspects of the mind map for three of their own business ideas.  **Length –** 1 hour  **Resources**   Learner access to Internet   Learner access to mind mapping software (eg XMind http://www.xmind.net)   Tutor access to projector/monitor to display/interact to illustrate mind-mapping example   Learner access to templates for mind-mapping (eg as an XMind file and a word processor template)  **Links to other assessment or performance outcomes:** central concept within the unit, but specifically supports PO1 | |

**Lesson objective**

At the end of this lesson the learners will:

 Understand the purpose and use of

**Activities**

(5 mins) Tutor to recap purpose of mind mapping and use of software (eg XMind)

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| mind mapping and how software can  support the process of considering potential business ideas   Be able to map the products and target  markets of business ideas | (5 mins) Tutor to use example mind map to illustrate target market and product features of three business ideas (see example at the end of this document).  (20 mins) Learners work in groups (3 to 4 learners in each group). Learners provided with three new business idea titles. Each group tasked with using internet to research possible target markets and product features for these ideas.  (5 mins) Tutor to carry out whole class review of  learners’ findings, ensuring that learners think as broadly as possible and avoid concerns about the viability of the ideas at this stage.  (15 mins) Learners, using their research and remaining in their groups, to complete mind map of target market and product features for the three product ideas.  (10 mins) Whole class review of completed mind maps and tutor to illustrate how a word template could be used to display this information (see example at the end of this document). Tutor to set homework for individual learners: identify three business ideas and carry out some broad initial research related to target markets and product features. |
| **Synoptic assessment**  The learners will be able to draw from their knowledge, skills and understanding from the following units to support the learning within this lesson:   Unit 2 – Business Dynamics (PO1:  markets and market opportunities; PO2:  competitive advantage)   Unit 3 – Entrepreneurial Opportunities (PO1: enterprising behaviour; PO2: potential target markets; customer value proposition) | **Stretch and challenge activities?**  The business ideas selected by the tutor will present different degrees of challenge in terms of target markets and product features |
| **Transferable skills and/or soft skills opportunities**  The following transferable skills are embedded into the research activity: | **English and maths**  None. |

 Research skills when gathering evidence for mind mapping

**Assessment**

Assessment of learning having taken place will be based on:

 Observation of learner during group mind-mapping exercise

 Evidence collected for P1 in preparation for completing target market and product aspects of business ideas mind map

**BUSINESS IDEAS**

3D PRINTED CASES l

[ SCREEN PRINTED CLOTHING @] )-

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Target Market

Children

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Teenagers latest trends r

Adults humour? J

Products

T·Shirts basic whiteiblack i

Hoodies and sweatshirts CAFE @] J

Target Market

Teenagers with phones

latest fashions and trends

Stand out from the crowd

Adults with phones

Somethingfunctional

Wantingto protect their phone

Products

iPhone cases

provide protection/multiple colours iPad cases

same protection/colours as iPhone cases

range of colours J

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Target Market

People in my localarea take-away

fast and fresh

Products

coffee and tea

Espresso, cappuccino,flavours.herbalteas cakes

r home-made,bought in

hot snacks paninis!

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| **Business Idea 1: 3D PRINTED CASES** | | | |
| **Target Market**   Teenagers  o Latest fashions and trends  o Stand out from the crowd   Adults with phones  o Something functional  o Wanting to protect their phone  **Products**   iPhone and iPad cases  o provide protection  o multiple colours | **Human resources**   | **Physical resources**   | **Significance of resource implications**   |
| **Financial resources**   | **Personal resources**   |
| **Business Idea 2: SCREEN PRINTED CLOTHING** | | | |
| **Target Market**   Children  o Fun!   Teenagers  o Latest trends   Adults  o Humour?  **Products**   T-Shirts  o Basic black/white   Hoodies and sweatshirts  o Range of colours | **Human resources**   | **Physical resources**   | **Significance of resource implications**   |
| **Financial resources**   | **Personal resources**   |
| **Business Idea 3: CAFÉ** | | | |
| **Target Market**   People in my local area  o Take-away  o Fast and fresh  **Products**   Coffee and tea  o Espresso,  cappuccino, flavours, herbal teas   Cakes  o Home-made, bought-in   Hot snacks  o Paninis! | **Human resources**   | **Physical resources**   | **Significance of resource implications**   |
| **Financial resources**   | **Personal resources**   |