

Lesson plan

Level 3 Certificate/Extended Certificate in Applied Business

Unit number: 4

Unit name: Managing and leading people

Assessment or performance outcome: AO1

Tutor name:

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| **Group or cohort** |  |
| **Week no.** | 1 |
| **Date** |  |
| **Guidance notes**  AO1 – investigate the roles of managers and leaders in a changing environment.  **Length:** 1 hour  **Resources:** mini white boards, sort cards, SMART board, PP, post-it notes, handouts.  **Links to other assessment or performance outcomes:** initial concept within the unit supporting all further AOs. | |

**Lesson objective**

To understand the role of managers within a business.

**Activities**

**Starter** – (5 minutes) with pictures of various managers of businesses on the PP, ask learners what is the link between them all, and if possible to identify them – learners could do this on their own on mini-white boards or discuss in groups.

Ask each group to feedback their idea of the link and then ask if the learners can hold up whiteboards

identifying the people.

**Main activities** – (45 minutes)

• 60 second challenge – learners in groups to come up with as many ideas of what a manager’s role is – feed these back to the group.

• AQA theory – teacher to run through the different roles that AQA state the learners need to know for the exam-basic input.

o Drag and drop used on the SMART board to match descriptions and key terms.

• Mini case study of manager’s roles put into news headlines (case study can be made up or based on a

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Qualification: Level 3 Applied Business

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|  | real manager from the starter). Place headlines into envelopes and ask learners to open envelopes and  read headlines to the rest of their group.  o Learner-led activity – Learners in groups of 4 to study the headlines and answer questions which are based on outcomes – or identify, analyse, compare and contrast and evaluate.  • Learners to then complete tasks on lesson handout – colour coordinated with tasks on the board. Each time a group completes a task they are to indicate this by placing a post-it note for their team colour on the board, this way then teacher can track progress from each group.  o Learners to then feedback ideas from the task to the group.  • Post-it notes – use the post-it notes to assess learner understanding. Individually, learners to answer a question on the board of the most important role etc from their case study and to justify it and place on the white board – names on back of the post-it note so teachers can assess understanding.  **Plenary** – (10 minutes) last man standing activities, for example, a description of reporting etc. Learners to be presented with various management situations and to use the mini-white boards to indicate how many they will have got correct. Teacher to then ask learners to stand and stay standing until their number is called out. |
| **Synoptic assessment**  Managing an event all POs - the process of planning, monitoring, evaluating and reporting.  Marketing communications PO2 –  management roles. | **Stretch and challenge activities?**  Shown through case study activity – differentiated tasks matching colours of the learning outcomes. |
| **Transferable skills and/or soft**  **skills opportunities**  Oral and written communication shown throughout the lesson. | **English and maths**  None. |
| **Assessment**  Last man standing, mini-white boards, drag and drop activity. |

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