

Business Studies Unit Planner

UNIT TITLE: THE IDEAS FACTORY

**YEAR: 12 - CURRICULUM LEVEL: 7 - DURATION: 34 LESSON
(APPROXIMATELY 8.5 WEEKS)**

Introduction
<p>The focus of the learning in this unit is local community engagement through enterprise and innovation.</p> <ul style="list-style-type: none"> • The learners' develop business activities that engage with the wider community in a meaningful way. • The unit will provide a framework for students to think creatively and take business risks in a controlled environment. • The key focus of the unit is to develop the learners' key competencies, to give them the tools to successfully participate in the workforce.

Big Ideas in Business Studies		
<i>Sustainability</i>	<i>Citizenship</i>	<i>Globalisation</i>
<p>Sustainability in a New Zealand context involves not only aspects of environmental protection and social wellbeing but also the economic sustainability of New Zealand into the future.</p> <p>For Economic sustainability we need to ensure that the youth of New Zealand are equipped with the skills to innovate, create and drive growth in New Zealand. Equipping learners' with the skills to effectively contribute to business through enterprise helps to ensure sustainability in this context.</p>	<p>Citizenship education is about enabling people to make their own decisions and to take responsibility for their own lives and their communities.</p> <p>This unit will involve learners developing decision making skills, learning to evaluate and review their decision making and taking responsibly for their decision made. The community context of the project will also allow the learners' to think about how to engage positively with their community and how they could give back to society in a meaningful way.</p>	<p>This unit gives the student the opportunity to interact on a global level.</p> <p>This could involve sourcing goods/services from overseas or looking at future export markets for their own good or service. In addition, the community context could operate on a global level with contributions to global organisations (for example charities) or communities in other parts of the world.</p>

Values highlighted in this unit	How students will be encouraged to develop the selected value or values during the unit
Excellence – aiming high, persevering <input type="checkbox"/>	<p>Innovation, enquiry and curiosity: when developing their business ideas, learners will be encouraged to be innovative by looking into new to the market goods/services or to think of new ways of doing things (innovations to the current good/service).</p> <p>They will also be required to be innovative in their problem solving, time management and completion of the tasks.</p> <p>They can do this through the processes that they use to accomplish the activity. For example through the use of technology.</p> <p>The standard itself calls for enquiry as the students seek to review and refine their business</p>
Innovation, enquiry and curiosity <input checked="" type="checkbox"/>	
Diversity – culture, language, heritage <input type="checkbox"/>	
Respect – for themselves and others <input type="checkbox"/>	
Equity – fairness and social justice <input type="checkbox"/>	
Community and participation for the common good <input checked="" type="checkbox"/>	
Care for the environment <input type="checkbox"/>	
Integrity – accountability, honesty, acting ethically <input checked="" type="checkbox"/>	

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	<p>activity, through critical thinking and reflection.</p> <p>Community Participation: the learners' business activity will be based around the premise of community engagement. Students will be encouraged to use mentors from the local community, look at sourcing local raw materials, to look at the local market as a customer base and to seek a way to contribute positively to society. This could be through the nature of the business activity itself or the social responsibility of their business.</p> <p>Integrity – accountability, honesty, acting ethically: The learners will be taught about stakeholders, consumer laws, employment and health and safety considerations in order that they act in an honest and ethical manner towards their customers, suppliers and employees.</p>
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Key competencies highlighted in this unit	How students will be encouraged to develop the selected competency or competencies during the unit
<input checked="" type="checkbox"/> Managing Self - Self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage	<p>Managing Self: although the learners will be required to work in groups of around 4-6 they will be assigned specific responsibilities in relation to functional areas of the business and completion of the business plan. They can demonstrate success in against this competency by carrying out delegated tasks to an acceptable level and to deadline. Examples of where students can show evidence of managing self will be through successful creation of their individual log, attendance over 95% and other evidence collection. All these tasks require management of self.</p> <p>Relating to Others: learners will work in groups of 4-6 to complete the business activity. This will require them to work together to brainstorm business ideas, plan the activity and solve problems. They will also need to work with a business mentor from the community and will have to actively listen and take on board the advice and feedback from the mentor. As the students branch out into the community to source places of sale and resources they will also have to negotiate with other parties. Success against this criterion can be seen through the feedback they are provided with via the peer reviews at the end of the task.</p>
<input checked="" type="checkbox"/> Relating to Others – Listen actively, recognise different points of view, negotiate, share ideas	
<input checked="" type="checkbox"/> Participating and Contributing – Balancing rights, roles and responsibilities, and responding appropriately as a group member.	
<input checked="" type="checkbox"/> Thinking – Using creative, critical, meta-cognitive and reflective processes, drawing on personal knowledge and intuitions.	
<input checked="" type="checkbox"/> Using Language, Symbols, and Texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people's understanding.	

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	<p>Participating and Contributing: As the learners will be working in groups it will be important to allocate roles and responsibilities within the group and ensure that these are fairly distributed between the members. Learners will be expected to work actively within the group, it is hoped this will be achieved through the group choosing a good/service or community cause that they are passionate about as the focus of their business activity.</p> <p>Thinking: Students will have to develop their own business idea as part of a group; this will involve creative thinking on their part. They will have to solve problems and make improvements through critical and reflective thinking.</p> <p>Using Language, Symbols, & Text – Students will use ICT to facilitate the process of carrying out and planning the business activity. For example Google Docs for group documents management. Design software for producing marketing materials, visual display materials and packaging. The students will need to produce a written business plan that is word processed and includes visuals materials, such as graphs, picture evidence, spreadsheets and the written work that incorporates business language and terminology.</p>
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ACHIEVEMENT OBJECTIVES									
Business Formation		Functions of Business		People in Business		Business Management		Business Environment	
Structure of Business	<input checked="" type="checkbox"/>	Business Planning	<input checked="" type="checkbox"/>	Interpersonal Communication	<input checked="" type="checkbox"/>	Financial Record Keeping	<input checked="" type="checkbox"/>	Legal Regulations	<input checked="" type="checkbox"/>
Sources of Business Advice	<input checked="" type="checkbox"/>	Market Research	<input checked="" type="checkbox"/>	Recruitment		Budgeting and Forecasting	<input checked="" type="checkbox"/>	Technological Advances	<input checked="" type="checkbox"/>
Location of Business	<input checked="" type="checkbox"/>	The Marketing Mix	<input checked="" type="checkbox"/>	Employee Satisfaction		Planning and Controls	<input checked="" type="checkbox"/>	Innovation and Change	<input checked="" type="checkbox"/>
Funding Options for Business	<input checked="" type="checkbox"/>	Production, Processes and Quality Control	<input checked="" type="checkbox"/>	Employment Law		Annual Reporting		Enterprise and Culture	<input checked="" type="checkbox"/>
		Customer Needs and Service	<input checked="" type="checkbox"/>	Leadership	<input checked="" type="checkbox"/>	Organisational Management	<input checked="" type="checkbox"/>	Global Environment	<input checked="" type="checkbox"/>
		Business Growth	<input checked="" type="checkbox"/>					Ethics and Social Responsibility	<input checked="" type="checkbox"/>

Learning Objective:

Level 7 - LO2:

Plan, take to market, review and then refine a business activity incorporating a community well-being focus.

Principles

High Expectations

- Learning outcomes and success criteria are developed for each unit
- Learning outcomes and success criteria identified for each lesson
- Students set own stretch goals at the start of the unit
- Students will set clear goals in relation to completion of the business activity and set deadlines related to tasks.
- Students will be given clear guidance on the expected level of behaviour when interacting with individuals and companies in the local community.

Treaty of Waitangi

- The Maori concepts of Tikanga, Kitiakitanga, Putake and Turanga will be integrated into the learning in this unit.
- Develop students understanding of other Maori Business Concepts relevant to their particular business activity.

Cultural Diversity

- Students the opportunity to share their learning with their families and to share their family experiences in the classroom. This may be in the form of utilising them as a business mentor.
- Students will be encouraged to integrate their culture into their business practice.

Inclusion

- All students are included in the learning.
- Assessment methods will be flexible to suit the needs of the students, for example in some cases evidence could be submitted in verbal form, through video evidence etc.
- Learning experiences will be accessible to all students, for our students it might involve utilising translators for the international students.

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Learning to Learn
<ul style="list-style-type: none">• Students reflect on their goals and set targets and will be given feedback on these goals through the use of google docs for their written work and planning.
Community Engagement
<ul style="list-style-type: none">• Students prior knowledge of the business environment in the local community will be utilised in the classroom.• Local businesses from the community will be studied or sought at mentors where relevant.• Experts from the local community and the students Whanau will be utilised where applicable.
Coherence
<ul style="list-style-type: none">• Links will be made between the different levels of study as the course progresses.• Pathways are present to allow progression in the subject.• Scaffolding will be provided for students entering with limited prior knowledge.
Future Focus
<ul style="list-style-type: none">• Future focused issues will be integrated into the learning where appropriate.• The concepts of enterprise, globalisation, sustainability and citizenship will be explored within a business context.• The future impacts of business practice will be explored.• Developing students who have the skills to make a positive impact in the business community in the future.• How businesses adapt to the issues of the future will be explored where relevant.

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Learning Outcomes Learners will ...	Teaching and Learning Strategies Learning through ...	
<p>Have used creative thinking strategies to develop a business idea.</p> <p>Have developed the skills to use ICT in a business context, such as graphing skills, Google Docs, Excel and word processing.</p> <p>Have the knowledge required to write business objectives.</p> <p>Be able to set and record goals on an individual and group level.</p> <p>Understand how to record the day to day activities of a business.</p> <p>Understand the components of a business plan: Executive Summary, Mission Statement, SMART Objectives, Marketing, People, Finance and Operations.</p> <p>Produced a business plan.</p> <p>Have understanding of the Maori business concepts.</p> <p>Have applied the Maori business concepts in their business planning.</p> <p>Have demonstrated decision making on a group or individual level.</p> <p>Be able to evaluate and review decision making.</p> <p>Take responsibility for decisions made on a group or individual level.</p> <p>Have completed the planning required to set up a business activity:-</p> <ul style="list-style-type: none"> • Conducted market research • Produced a product or service • Sourced raw materials • Set a price based on market research and financial analysis. • Found a suitable location for sale based on market research • Promoted a product or service using ICT and Media (this could include posters, 	<p>Learning Modes</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Graphs <input checked="" type="checkbox"/> Peer learning <input checked="" type="checkbox"/> Surveys <input checked="" type="checkbox"/> Case Studies <input checked="" type="checkbox"/> Field Work <input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Inquiry learning <input checked="" type="checkbox"/> Interviews <input checked="" type="checkbox"/> Posters <input checked="" type="checkbox"/> Audio/Video clips <input checked="" type="checkbox"/> Mentor <input type="checkbox"/> Guest Speaker <input checked="" type="checkbox"/> Workshops <input checked="" type="checkbox"/> Constructing a Model/prototype 	<p>ICT/Technology skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> PowerPoint <input checked="" type="checkbox"/> Excel <input checked="" type="checkbox"/> Email <input checked="" type="checkbox"/> Audio Visual (Flip View Camera) <input checked="" type="checkbox"/> Digital Camera <input checked="" type="checkbox"/> Publisher <input checked="" type="checkbox"/> Word <input checked="" type="checkbox"/> Google Docs <input checked="" type="checkbox"/> Internet Search engines <input type="checkbox"/> Moodle <input checked="" type="checkbox"/> Websites (<i>list</i>) - Facebook - Twitter - Survey Monkey - Marketing teacher.com - TKI http://seniorsecondary.tki.org.nz/Social-sciences/Business-studies/Key-concepts/Maori-business-glossary - youtube.com - Business.govt.nz http://www.business.govt.nz/starting-up/writing-a-business-plan

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<p>facebook, twitter, radio for example)</p> <p>Understand how to review the progress of their business against the business objectives set.</p> <p>Have knowledge of how to collect feedback from stakeholders.</p> <p>Used stakeholder feedback to make improvements to the business activity.</p> <p>Have knowledge of the criteria they could use to review the success of their business activity.</p> <p>Understand how to adapt a business plan to meet or change business goals</p> <p>Have engaged positively with their community.</p> <p>Developed their key competencies.</p>		<p>- BNZ small business resources</p> <p>http://www.bnz.co.nz/business-banking/business-help-and-info/articles-and-resources</p> <p>- creative thinking website</p> <p>http://www.brainstorming.co.uk/tutorials/creative-thinking.html</p>
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Effective Pedagogy in Business Studies	
Mechanisms for Facilitating Learning	Specific Strategies Used
<p>Connections</p> <ul style="list-style-type: none"> - Building Connection with Community (<i>Linking with local businesses and community organisations</i>) - Engaging with Whanau & Iwi (<i>Entrepreneurial skills valued by Maori Culture</i>) - Culture Counts (<i>learning occurs when culture is reflected positively in resources</i>) - Ako (<i>acknowledging, respecting & valuing students' culture</i>) 	<p>Learners will seek or be allocated a mentor for their business from the local community. This could be from the school community but also local business owners.</p> <p>Students will engage with their own Whanua as a source of support, encouragement and guidance in their business activity. Whanau participation will be welcomed, including in classroom support.</p> <p>Students will learn about Maori culture in relation to business and how they can incorporate this in the day to day activities of their business.</p> <p>Students will make connections with their own culture by brining in their cultural ideas, methods of production and values into the running of their own business. Their own cultural values could be incorporated into the mission statement or objectives of the business.</p>
<p>Alignment - aligning learning experiences to important outcomes.</p>	<p>Students will complete a profiling questionnaire at the start of the year to identify their goals and learning styles. This can be used to guide the production and choice of assessment materials.</p> <p>Clear task instructions will be given to the students, along with the assessment criteria so the students can see how the learning outcomes relate to their learning.</p> <p>Tasks and processes will be broken down and scaffolded for the learners through the resources provided.</p> <p>Assignment driven outcomes are explicit and given to students at the start of the task. It will be clear through the scaffolding how the learning experiences/activities help them to achieve the learning outcomes.</p>
<p>Community – Sustaining a learning community which models a positive enterprising culture.</p>	<p>Students are encouraged to work co-operatively, they will be taught in this unit using an inquiry learning model. The students will develop creative thinking skills, key competencies and problem solving skills. The use of ICT will be incorporated throughout to model the requirements and usage in the business world.</p>
<p>Interest</p> <ul style="list-style-type: none"> - Providing diverse learning opportunities - Utilising Experiential learning 	<p>The students will be free to form their own groupings based on personal interest. A theme may be provided to the students but within this the students own creative ideas are</p>

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(Experience – Reflect – Generalise/Abstract – Transfer)	the driver of the context of the business activity. The unit itself will be taught using a scaffolded inquiry learning model. The students will be completing the tasks using the framework provided and facilitated by the teacher. Front loading will be provided where needed in the form of workshops to group members with the relevant responsibility in a particular area. That student will utilise peer leadership, support and learning to guide the rest of his/her group in that area of expertise. A range of learning modes will be utilised (see above).
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Key vocabulary				
Stakeholder	Goods	Services	Community	Responsibility
Social Responsibility	Finance	Sales Profit	Raw Materials	
Fixed Costs	Variable Costs	Forecast	Marketing	Communication
Organisational Structure	Smart Objectives	Record Keeping	Evidence	
Operations	Manufacturing	Supplier Management	Qualitative	
Quantitative	Primary Research	Secondary Research		
Entrepreneur	Success	Organisation	Innovation	
Goals	Human Resources	Mission Statement	Executive Summary	
Maori Business Concepts	Evaluate	Review	reflection	Location
Promotion	Feedback			

ASSESSMENT		
Note: “Assessment” is not synonymous with formal testing		
Focus Inquiry <i>What do they know? What can they do?</i>	Feedback/Feedforward <i>Individual and group feedback & feedforward - What are they learning? What do they need to learn?</i>	Evidence <i>What have they learned? Can the students explain how they learned it? (Opportunities for metacognition and student evaluation of activities.)</i>
Class discussion about current/previous jobs roles. Identification of students with family businesses. Key skills surveys to establish their key competencies and skills base.	Through the use of google docs students will be given regular feedback/feedforward on their individual and group logs at checkpoints. This will help the teacher to identify what the students are yet to learn and what they have good understanding of. Teacher email and facebook will be available for student questions. This will identify what the need to know. Teacher will work as a facilitator to the group to provide group specific advice and guidance and to assess their current level	The final assignment will be judged against the achievement criteria. Note: group and individual tasks will be reviewed separately to ascertain individual understanding. Peer review questionnaires will be undertaken at the end of the task to ascertain the individual performance of each learner in relation to learning outcomes. Teacher review against the performance criteria will be undertaken in the form of questionnaire to ascertain the perception of individual performance and correlated with the peer review sheets. Evidence requirements have been built

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	<p>of performance in relation to the task.</p> <p>Regular check points will be set up for the hand in of draft documents, such as sections of the business plan for written feedback/feedforward. This will give the teacher feedback on what they have learnt well and what further assistance they need.</p>	<p>into the task requirements. A review of the evidence pack and attendance rolls will help to make judgements on an individual basis.</p> <p>The students will undertake brainstorming against the learning outcomes for each of the areas of study for the external examinations. This will be used to correlate the experiential learning to the theoretical learning.</p> <p>A holistic approach will be taken to correlate all of the above judgment mechanisms to ascertain on a summative basis the students learning in this unit.</p>
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<p>Extension/enrichment activities provided for the following students:</p> <p>Identification of gifted and talented students and those that need general extension will be done by the individual teacher through the profiling of students and observation/assessment of their learning.</p>	<p>Activities provided in this unit:</p> <p>Leadership opportunities are provided as part of the task, for example the CEO role.</p> <p>Students could continue this business after the unit of work is complete, either as a private enterprise or through the Young Enterprise Scheme. They will be given support and guidance in this respect.</p> <p>Mentoring of year 11 students carrying out the market day activity in Level One Business Studies.</p>
<p>Further support provided for the following students:</p> <p>2 x Dyslexia 1 x suspected Asperger's Syndrome 1 x Physical Disability and Terminal illness</p>	<p>Support provided:</p> <p>Dyslexia:</p> <ul style="list-style-type: none"> • ICT available for student to assist with written work. • Extensions to deadlines for written work. • Assistance with additional formal checking and feedback in relation to written work. • One-2-one assistance. <p>Aspergers syndrome:</p> <ul style="list-style-type: none"> • Tasks broken down for the student into more manageable chunks. • Clear instructions given in verbal and written form. • Additional task sheets provided to scaffold the tasks.

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	<ul style="list-style-type: none">• Student able to choose own area of interest in relation to the task that they wanted to complete and their role in the group.• Availability of time out arrangements for the student. <p>Physical disability and terminal illness:</p> <ul style="list-style-type: none">• ICT available for student to assist with written work.• Teachers aid sought for all lessons, working in partnership with the Whanua in relation to the payment for this service and the needs of the student.• Additional correspondence with the Whanau regarding the students progress, tasks being completed, deadlines and requirements so they can provide support.• Meetings with Whanua to establish realistic goals and how to manage the students disability in class.• Medical training provided by the Whanau so that the teacher could administer medication in an emergency, this enabled the student to go in the usual class trips to visit the business mentors (with a teacher present).• Tasks broken down for the student into more manageable chunks.• Clear instructions given in verbal and written form so that the changing teacher's aides could follow the ongoing activity.• Additional task sheets provided to scaffold the tasks so that the family could assist the student with completion of written work and management of his time outside of class.
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Teacher reflection and evaluation: What impact did my teaching have on student learning? What evidence do I have?

What do the students still need to learn/do/practise/understand?

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Lesson Planner – carry out, review, refine a business activity.			
Lesson	Specific Learning Objective	Suggested Activities	Resources
1	Establishing the learners key skills/competencies. Group Formation. Using creative thinking strategies to develop a business idea. Students given a situation within which to frame their business idea. 2011 – school show Business ideas are selected.	<ul style="list-style-type: none"> • Student complete psychometric test to establish their key skills/competencies. • Teacher groups students according to their main attributes established in the testing. For example organisers, creative thinkers, problem solvers and they are given a badge to represent their skills. • Student are then free to form their own groups according to designated group size. They are be told to bare in mind the key skills/attributes of the members of the group and try to form a group with a range of skills. • Once the groups are formed the students should work on developing their business idea. • If you have time your groups could complete some of the creative thinking exercises on this website to get those brains going first http://creativethinking.net/WP04_Exercises.htm • John Cleese Video on creativity http://zenstorming.wordpress.com/ • Students could complete a lotus blossom http://www.youtube.com/watch?v=rf8CqKJt8Pk • Pictures for brainstorming http://www.mycoted.com/Talking_Pictures • Trigger session brainstorming http://www.mycoted.com/Trigger_Sessions <p>The group vote on the final idea and seek approval from the teacher. Criteria for the business: Legal, Ethical, Appropriate for school age students to undertake, no gambling and food production will require them to get a group member to obtain a food hygiene certificate. The community benefit may be incorporated into the framework for the business provided by the teacher for example they must donate to a charity that would improve social, mental or physical health. The businesses may have to work in a not for profit context, the businesses may have to run in the community and improve community cohesion/interaction in some way.</p>	- Paper Surveys - Online Quiz - Times Online CD-Rom - Psychometric Tests. - Paper - Pens - Camera - Colour Printer - Projector - Internet - Computers
2			
3			
4	ICT skills training: <ul style="list-style-type: none"> • Graphing skills • Google 	Lesson 4 - Students are giving instruction in the use of google docs as the tool for collaborative working on this unit. Teacher to provide instruction, students to	
5			

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	<p>Docs</p> <ul style="list-style-type: none"> Excel 	<p>follow and practise the skills.</p> <p>Students will be taken through the stages of setting up a google mail account. They will make an individual account and a group account. Next they will be given instructions on how to create a document in Google Docs. They will set up a document called group log in the group google doc.</p> <p>Next they will be shown how to share the document with the group members. Students share their group log.</p> <p>Teacher to collect the emails for all the groups/students.</p> <p>Students given full instructions on how these resources will be used and which of the tasks should be created where (handout and verbal).</p> <p>Lesson 5 – graphing skills using excel. This can also be done in google docs if required. The process is very similar. Teacher instruction, students to complete a graphing task using a handout with instructions.</p> <p>Formula using excel – students show how to use basic formula eg how to get excel to calculate using formulae, add the columns etc. Written instructions provided.</p>	
6	How to write business objectives.	<ul style="list-style-type: none"> Smart objectives discussed, examples brainstormed by the class using every day examples. Sorting task in pairs on arranging a smart goal. In their groups the students think about the goals for their business and write smart goals. Maori concepts handout provided to outline the key focus of Maori. Students must include one Smart goal for their business that incorporates a Maori business concept. The goal of the business in terms of community benefit is decided by the group and written down. 	<ul style="list-style-type: none"> -Sorting activity -Sample smart objectives - Maori concepts handout.
7	How to set and record goals on an individual and group level.	<ul style="list-style-type: none"> Students to develop a time line for all of the tasks that they need to complete to get the business to market. Show the students a sample timeline. Use Google Docs spreadsheet to produce a time line of the tasks they need to complete and by when. Teacher to facilitate each group in this task and the business mentors that are able to attend the lesson. 	<ul style="list-style-type: none"> - sample time line - business mentors

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<p>8</p>	<p>Logs</p>	<p>The students work on allocating the roles within the group. Refer back to their attributes from week 1.</p> <p>They should then delegate jobs to groups members and deadlines based on the timeline prepared last lesson.</p> <p>The group log should be completed with the details of the meeting. date, what was discussed, what jobs are to be done by who and the deadlines given.</p> <p>Homework = to complete the set up and start completing a individual log in their own Gmail google docs account. This will be used to record their activities in relation to the delegated tasks and their reflections on how the business activity is going. Give students handout on what should go in the individual log and the group log for their information.</p>	
<p>9 10 11 12*</p>		<p>Students to spend one week planning the activity with the assistance of the teacher and mentors. They should record their group and individual activities in their logs and check off jobs done in the group log and date them.</p> <p>End of week = group log and individual log checkpoint.</p> <p>Remember to collect evidence – see evidence check list.</p> <p>* Operations workshop. Review of the task instructions. Readings provided and exemplars. Questions and answers session. To the end of the week to complete a draft outline and hand this in on google docs for feedback.</p>	
<p>13</p>		<p>Workshop with CEOs (rest of the group planning the activity).</p> <p>Summary PPT on executive summary, mission statements, smart objectives.</p> <p>Samples of each given to students. Handouts on how to write each of the above sections.</p> <p>Questions and answers session. Homework for them to produce the mission statement and final smart objectives for the business – 1 week and to be handed in on google docs for feedback. (NB do executive summary completed at the end of the unit).</p>	
<p>14 15</p>		<p>Students to spend one week planning the</p>	

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16		<p>activity with the assistance of the teacher and mentors. They should record their group and individual activities in their logs and check off jobs done in the group log and date them. Lesson 16 – group log and individual log feedback checkpoint. Remember to collect evidence – see evidence check list.</p>	
17		<p>Market Research – whole class. Basics of market research PPT (how to do market research, questions types, data collection methods. Gap fill for students for the PPT. Explain how all groups need to link into the market research as their functional area will be directed by the findings. Homework is to start drafting questions you need answering. Marketing Directors given a reading pack on Marketing, they have 1 week to read this and highlight any problem areas and notify the teacher.</p>	
18		<p>Groups get together to finalise their research questions, what questions do they need the answer to.</p>	
19		<p>Survey Monkey Workshop with Marketing Directors. Take them through it and give them a handout. Marketing should take the questions that need answering and carry out appropriate research. This could involve arranging a focus group and/or a survey. They need to be able to justify why this research was appropriate in their marketing report. The rest of the group to carry on with their designated tasks.</p>	
20, 21*, 22, 23#		<p>Market research is collected by the group and graphed. Relevant changes are discussed and group decisions are made.</p> <p>* Finance workshop – Readings pack given. Break even and profit and loss calculations and break even charts covered in the workshop. Finance directors will need to get the results of the market research at the end of the week to work out the price charged and resultant profit forecasts.</p>	

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<p>24*, 25**, 26, 27</p>		<p># Deadline for handing in of draft marketing section by the Marketing directors for Feedback using google docs. Remember to collect evidence – see evidence check list.</p> <p>Production of the product and promotional materials are finalised and promotion takes place. Use promotional methods based on market research evidence.</p> <p>* People workshop. Overview PPT, how to make an organisational chart. Readings provided and exemplars. To the end of the week to complete and hand this in on google docs for feedback.</p> <p>** Operations workshop. Review of work to date. Questions and answers session. To the end of the week to complete the final draft and hand this in on google docs for feedback. Remember to collect evidence – see evidence check list.</p>	
<p>28</p>			
<p>29</p>		<p>Carry out the activity – Cycle 1 Remember to collect evidence – see evidence check list.</p>	
<p>30</p>		<p>Review the cycle – see task instructions in booklet for how to do this.</p>	
<p>31</p>		<p>Carry out the activity – Cycle 2 Remember to collect evidence – see evidence check list.</p>	
<p>32</p>		<p>Review the cycle – see task instructions in booklet for how to do this.</p>	
<p>34</p>		<p>Carry out the activity – Cycle 3 Remember to collect evidence – see evidence check list.</p>	
<p>homework</p>		<p>Review the cycle – see task instructions in booklet for how to do this</p>	
		<p>Amend the business plan and hand in the final</p>	

