



# **STARTING A BUSINESS**

## **HOW TO WRITE A BUSINESS PLAN**

### **LESSON PLANS**

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2008-10-27

# UNIT 1 SUMMARY

- **Topic:** THE IDEA
- **Subject:** BUSINESS
- **Level:** 4<sup>TH</sup> OF ESO
- **Materials for students:** STUDENTS WORKSHEET AND SUPPLEMENTARY MATERIAL

LESSON	TIMING	SUPPLEMENTARY MATERIALS	ROOM
Lesson 1: Deciding what is best	1,2 hours	ACTIVITY 1: <i>THE IDEA power point</i> <i>ACTIVITY 1 power point</i>	Classroom
Lesson 2: Writing down what you are planning	1,2 hours	ACTIVITY 2: <i>SKILLS handout</i> <i>SOURCE OF FINANCE handout</i>	Computer room
Lesson 3: Explaining your idea	1,2 hours	ACTIVITY 3: <i>HOW TO DO AN EFFECTIVE POWER POINT PRESENTATION power point</i> <i>PRESENTATION SELF-ASSESSMENT SHEET handout</i> <i>BUSINESS IDEA EVALUATION handout</i>	Computer room

# unit 1 plan: the idea

**KEY SKILLS:** Students will be able to identify a business opportunity and to evaluate a project

**TRANSFERABLE SKILLS**

- **Communicative skills:** Students will be able...
  1. To relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument.
  2. To interpret and understand the situations she/he will encounter in everyday contexts and beyond.
- **Methodological skills:** Students will be able...
  1. To access and communicate information using different supports including ICT Information handling tools to learn.
  2. To apply study skills including strategic thinking and cooperation and self-evaluation skills.
- **Personal skills:** Students will be able...
  1. To create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.

**PERSONAL, SOCIAL AND CIVIC SKILLS:** Students will be able...  
 To understand the social context where she/he lives, cooperate, exercise and share democratic values in a plural society and engage effectively with others in its improvement.

**Aim:** Students will learn how to evaluate a business idea and how to describe the idea in both ways: writing and speaking.

TEACHING OBJECTIVES	LEARNING OUTCOMES	COMMUNICATION	CULTURE
<b>CONTENT</b>	<b>CONTENT</b>	<ul style="list-style-type: none"> <li>➤ <b>Language of learning</b> Key concepts. Vocabulary for describing themselves and skills, ideas, products and services. Vocabulary for justification, evaluation and summarising.</li> <li>➤ <b>Language for learning</b> Discussing and expressing ideas or suggestions</li> <li>➤ <b>Language through learning</b> Spontaneous and unpredictable language that comes up when they work on their own business choice.</li> </ul>	Be aware of the variables that affect a start up business in a competitive and globalized world.
To understand: <ul style="list-style-type: none"> <li>➤ Personal skills</li> <li>➤ good business opportunities</li> <li>➤ economic environment</li> <li>➤ product or service features</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>➤ understand the economic environment</li> <li>➤ be aware of their abilities to be an entrepreneur</li> <li>➤ understand what a good product or service is</li> </ul>		
<b>COGNITION</b>	<b>COGNITION</b>		
To offer opportunities for students to use their previous knowledge in a practical way, and to make them able to think of themselves as entrepreneurs.	<ul style="list-style-type: none"> <li>➤ Evaluate through discussion, summarization and agreement on a specific issue.</li> <li>➤ Evaluate general advantages and general disadvantages.</li> </ul>		

**ASSESSMENT CRITERIA:** Pupils should be able to describe and evaluate a business idea using IT tools.

# UNIT 2 SUMMARY

- **Topic:** MARKET RESEARCH
- **Subject:** BUSINESS
- **Level:** 4<sup>TH</sup> OF ESO
- **Materials for students:** STUDENTS WORKSHEET AND SUPPLEMENTARY MATERIAL

LESSON	TIMING	SUPPLEMENTARY MATERIALS	ROOM
Lesson 1: Get ready for research!	1,2 hours	ACTIVITY 1: <i>LOCATION power point</i> ACTIVITY 2: <i>KNOW YOUR CUSTOMERS handout</i>	Computer room
Lesson 2: Investigating your competitors.	1,2 hours	ACTIVITY 3: <i>Marketing Mix power point</i> <i>Product differentiation handout</i>	Computer room
Lesson 3: Pricing methodologies.	1,2 hours	ACTIVITY 4: <i>Product life cycle power point</i> <i>Methods of pricing handout</i> <i>PRICE power point.</i>	Classroom
Lesson 4: Differentiating your product and identifying your audience.	1,2 hours	ACTIVITY 5: <i>CREATING YOUR MARKETING STRATEGY handout</i> <i>PRODUCT DIFFERENTIATION handout</i> <i>THE LANGUAGE OF ADVERTISEMENT handout</i> <i>ADVERTISEMENTS handout</i>	Classroom
Lesson 5: Starting a promotional campaign.	2,3 hours	ACTIVITY 6: <i>TIPS FOR A PROMOTIONAL VIDEO handout</i>	Computer room

# unit 2 plan: market research

**KEY SKILLS:** Students will be able to do a market research and to design a promotional campaign.

**TRANSFERABLE SKILLS**

- **Communicative skills:** Students will be able...
  1. To relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument.
  2. To interpret and understand the situations she/he will encounter in everyday contexts and beyond.
  3. To understand, perceive and value, critically, different cultural and artistic forms of expression.
  4. To apply the techniques, resources and conventions of the different artistic languages.
  5. To make use of the aesthetic different resources of production and performance to carry out individual or social artistic activities.
- **Methodological skills:** Students will be able...
  1. To access and communicate information using different supports including ICT Information handling tools to learn.
  2. To apply study skills including strategic thinking and cooperation and self-evaluation skills.
  3. To transform information into knowledge activating thinking skills in order to organize, relate, analyze, synthesize, make inferences and deduct at different levels of complexity.
  4. To use and relate the tools and the forms of expression of mathematical thought and to reason mathematically in order to produce and interpret different types of information as well as to broaden knowledge on quantitative aspects.
- **Personal skills:** Students will be able...
  1. To create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.

**PERSONAL, SOCIAL AND CIVIC SKILLS:** Students will be able...  
 To understand the social context where she/he lives, cooperate, exercise and share democratic values in a plural society and engage effectively with others in its improvement.

**Aim:** Students will learn how to do a market research and how to use this information to design a marketing plan.

TEACHING OBJECTIVES	LEARNING OUTCOMES	COMMUNICATION	CULTURE
<b>CONTENT</b>	<b>CONTENT</b>		
To understand: <ul style="list-style-type: none"> <li>➤ market research</li> <li>➤ types of competitors</li> <li>➤ pricing methodologies</li> <li>➤ product differentiation</li> <li>➤ promotional campaign</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>➤ design a consumer questionnaire</li> <li>➤ use the information collected to design a marketing plan</li> <li>➤ design a promotional campaign</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Language of learning</b> Key concepts. Vocabulary and grammar structures for making questions, for explaining the specifications of a product or service and for designing a promotional campaign.</li> <li>➤ <b>Language for learning</b> Analysing, concluding, summarising, discussing, expressing ideas or suggestions and persuading.</li> <li>➤ <b>Language through learning</b> Spontaneous and unpredictable language that comes up when they work on their own business choice.</li> </ul>	<p>Be aware of the necessities of the people and how culture affects consumers' decisions.</p> <p>Be aware of how influential people are to a publicity message, and how images and topics are so important.</p>
<b>COGNITION</b>	<b>COGNITION</b>		
To offer opportunities for students to use their previous knowledge in a practical way, apply new understood concepts and to use their creative abilities.	<ul style="list-style-type: none"> <li>➤ Collect data and analyse it to make decisions.</li> <li>➤ Discuss, suggest, summarize and agree on a specific issue.</li> <li>➤ Evaluate advantages and disadvantages.</li> <li>➤ Create and design ads.</li> </ul>		

**ASSESSMENT CRITERIA:** Pupils should be able to do a market research, to design a marketing plan and to create a promotional campaign.

# UNIT 3 SUMMARY

- **Topic:** PRACTISING BUSINESS
- **Subject:** BUSINESS
- **Level:** 4<sup>TH</sup> OF ESO
- **Materials for students:** STUDENTS WORKSHEET AND SUPPLEMENTARY MATERIAL

LESSON	TIMING	SUPPLEMENTARY MATERIALS	ROOM
Lesson 1: Are you able to sell your product or service?	1,2 hours	ACTIVITY 4: <i>Assessment sheet 1 handout</i>	Classroom
Lesson 2: Business roles.	1,2 hours	ACTIVITY 8: <i>Assessment sheet 2 handout</i>	Classroom
Lesson 3: Solving problems.	1,2 hours	ACTIVITY 9: <i>How to write a letter of complaint handout</i> ACTIVITY 10: <i>How to reply a letter of complaint handout</i>	Computer room/ classroom
Lesson 4: Hiring employees (the CV)	1,2 hours	ACTIVITY 12: <i>Tips for writing a CV power point</i> <i>Sample of a CV handout</i>	Computer room
Lesson 5: Hiring employees (the interview)	1, 2 hours	ACTIVITY 5: <i>Job interview power point</i> <i>Skills handout</i> <i>Assessment sheet 3 handout</i>	Classroom

# unit 3 plan: practising business

**KEY SKILLS:** Students will be able to confront real life business situations, dealing with real problems and trying to solve them by role playing

**TRANSFERABLE SKILLS**

- **Communicative skills:** Students will be able...
  1. To interact with other people and approach other cultures in an adequate way.
  2. To relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument.
  3. To interpret and understand the situations she/he will encounter in everyday contexts and beyond.
  4. To reflect on how the language functions and on how to use the communicative resources specific of each curricular subject as well use language as object of observation and analysis
- **Methodological skills:** Students will be able...
  1. To access and communicate information using different supports including ICT Information handling tools to learn.
  2. To apply study skills including strategic thinking and cooperation and self-evaluation skills.
  3. To transform information into knowledge activating thinking skills in order to organize, relate, analyze, synthesize, make inferences and deduct at different levels of complexity.
  4. To gain, process and assimilate new knowledge and skills (intellectual, emotional and physical) as well as seek and make use of guidance.
  5. To handle effectively an array of resources to transform information into *personal* knowledge.
- **Personal skills:** Students will be able...
  1. To create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.

**PERSONAL, SOCIAL AND CIVIC SKILLS:** Students will be able...  
 To understand the social context where she/he lives, cooperate, exercise and share democratic values in a plural society and engage effectively with others in its improvement.

**Aim:** To confront real life business situations: sales, job interview, complaints, and difficulties with the staff or with suppliers. Using writing or speaking.

TEACHING OBJECTIVES	LEARNING OUTCOMES	COMMUNICATION	CULTURE
<b>CONTENT</b>	<b>CONTENT</b>	<ul style="list-style-type: none"> <li>➤ <b>Language of learning</b> Key concepts. Vocabulary and grammar structures for making questions, for explaining problems and finding solutions.</li> <li>➤ <b>Language for learning</b> Apologising, asking for information, being persuasive, expressing opinions, defining themselves, closing a sale</li> <li>➤ <b>Language through learning</b> Spontaneous and unpredictable language that comes up when they work on their own business choice.</li> </ul>	<p>Be aware of the difficulties of running a business, the inconvenient of working with people, the necessity of fixing problems and finding creative solutions.</p> <p>Be aware of why a job interview is so important.</p>
To understand: <ul style="list-style-type: none"> <li>➤ Problematic business situations</li> <li>➤ What is important in a job interview</li> <li>➤ What is important in a CV</li> <li>➤ How to deal with complaints</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>➤ Write a CV</li> <li>➤ Write and reply a letter of complaint</li> <li>➤ answer the telephone</li> <li>➤ perform a job interview</li> <li>➤ Find solutions to hypothetical but realistic business problems.</li> </ul>		
<b>COGNITION</b>	<b>COGNITION</b>		
To offer opportunities for students to use their previous knowledge in a practical way, confronting real life situations, apply new understood concepts and to use their creative abilities.	<ul style="list-style-type: none"> <li>➤ answer a letter of complaint, applying previous knowledge</li> <li>➤ deal with a problem on the telephone by analyzing previous knowledge</li> </ul>		

**ASSESSMENT CRITERIA:** Pupils should be able to identify the stages of a sale, to close a sale being persuasive, to answer the phone, to make a letter of complaint and reply it; to do a CV and to perform a job interview.