



Starting a Business 3: Customers and Competitors

Scheme of Work

	Lesson 1	Lesson 2	Lesson 3
Length	Approx. 1 hour	Approx. 1 hour	Approx. 1 hour
Objectives	<ul style="list-style-type: none">• To define a market and an industry.• To identify the market for a business.	<ul style="list-style-type: none">• To identify competitors to a business.• To produce a competitors mindmap for a particular business.	<ul style="list-style-type: none">• To present a product or service pitch.• To evaluate the strengths and weaknesses of a business pitch.

Lesson plans for each session can be found on the following pages.

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Lesson 1 plan

Starter activity	Learning objectives
In pairs, students discuss what they think the difference is between a market and an industry.	<ul style="list-style-type: none"> To define a market and an industry. To identify the market for a business.
Main activities	Resources required
<p>Students watch the first 1mins 35sec of the video on Step 1.3 of the course, making notes on markets and industries. The teacher will then give them some time to finalise their notes to ensure they have definitions and add some of their own examples.</p> <p>Students think about a business (preferably local) that they know and answer the questions on Step 1.4 of the course.</p> <p>The class watches between 2mins 40sec and 4mins 10sec of the video on Step 1.3 of the course, making notes.</p>	<ol style="list-style-type: none"> Access to FutureLearn course. Devices to watch video on. <p>Assessment for Learning</p> <p>Summary notes.</p> <p>Contributions to discussion.</p> <p>Differentiation</p> <p>SEND: Video has subtitles, teacher-led support.</p> <p>Low ability: Peer-learning.</p> <p>Gifted and Talented: Peer-teaching.</p> <p>Plenary</p> <p>In pairs, students write a summary of why defining the market for a business is important.</p>

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Lesson 2 plan

Starter activity	Learning objectives
Students select one generic product or service and identify all the businesses that compete within it.	<ul style="list-style-type: none"> To identify competitors to a business. To produce a competitors mindmap for a particular business.
Main activities	Resources required
<p>In pairs, students choose one business (preferably local) that they know and analyse their competitors more closely. They create a mindmap about the business which covers the questions in Step 2.2 of the course.</p> <p>Then the class watches between 4mins 10sec and 5mins 10sec of the video on Step 1.3 of the course, making notes on the 4 Ps of a pitch.</p> <p>In pairs or groups of three, students select an existing business (presented anonymously) or use their own business idea to create a pitch for that service/product. This will be presented to the rest of the class in the next lesson. The presentation can be a poster, slideshow or video. The pitch must answer all the questions on Step 2.4 of the course.</p>	<ol style="list-style-type: none"> Access to FutureLearn course. Devices to watch the video on and create a business pitch. Poster making equipment (if chosen presentation option). <p>Assessment for Learning Competitors mindmap.</p> <p>Differentiation SEND: Teacher-led support. Low ability: Peer-learning. Gifted and Talented: Peer-teaching.</p> <p>Plenary Each team must tell the teacher which business they have chosen (or briefly describe their own business idea) and tell them how the team is going to work together to create the pitch before the next lesson.</p>

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Lesson 3 plan

Starter activity	Learning objectives
<p>Students make final preparations for their pitch whilst the teacher decides what order the groups will present in.</p>	<ul style="list-style-type: none"> • To present a product or service pitch. • To evaluate the strengths and weaknesses of a business pitch.
Main activities	Resources required
<p>Students present their pitches as a group. After each presentation, the class can ask the team any questions they have.</p> <p>After all the presentations, the class votes on which pitch they think was the most convincing. The teacher can ask certain individuals to explain why they made that choice. The pitch with the most votes wins.</p> <p>Then the class votes on which pitch they think is an existing company and which they think is a new idea. One-by-one, each team reveals the truth.</p>	<p>1. Projector or display to show presentations as required.</p>
	Assessment for Learning
	<p>Business pitch.</p>
	Differentiation
	<p>SEND: Teacher-led support.</p> <p>Low ability: Peer-learning.</p> <p>Gifted and Talented: Peer-teaching.</p>
Plenary	
<p>Students write down the three most important things they think they've learnt from the last three lessons.</p>	