



Starting a Business 4: Business Processes

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 business processes.• To identify different processes for a business, producing a diagram.• To explore the effect of different circumstances on business processes.	<ul style="list-style-type: none">• To identify the different information systems required for a business.• To evaluate different social media platforms for businesses.	<ul style="list-style-type: none">• To identify strategies to manage business growth.• To produce a business growth plan.

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

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Lesson 1 plan

Starter activity	Learning objectives
<p>Students try to define a business process using their prior knowledge. The teacher can scaffold their answers as much or as little as they wish.</p>	<ul style="list-style-type: none"> • To define business processes. • To identify different processes for a business, producing a diagram. • To explore the effect of different circumstances on business processes.
Main activities	Resources required
<p>In their own time, students watch the video from Step 1.3 of the course, making notes on the three key areas of business processes. The teacher then gives them some time to finalise their notes and ensure they have their own definition for each of the three key areas.</p> <p>In pairs, students then select a business type for an industry of their choosing (e.g. a website design company) – this will be the example they use for the next three lessons. It can be an existing company or their own idea for a business.</p> <p>Each pair must create their own diagram that represents the business processes required for their selected business. It can be hand-drawn or created digitally.</p> <p>Students should identify (in a list or as additional labels to their diagram) where/when there may be issues in the flow of information or products/services in their chosen business. This could be due to specific circumstances (e.g. damage to business property, reduced customer demand).</p>	<ol style="list-style-type: none"> 1. Access to FutureLearn course. 2. Devices to watch video on.
	Assessment for Learning
	Summary notes.
	Contributions to discussion.
	Differentiation
SEND: Video has subtitles, Teacher-led support.	
Low ability: Peer-learning.	
Gifted and Talented: Peer-teaching.	
Plenary	
Students discuss what would need to change if a business were to grow (e.g. opening another shop or offering another service).	

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Lesson 2 plan

Starter activity	Learning objectives
Students recap their notes about information systems from the previous lesson.	<ul style="list-style-type: none"> • To identify the different information systems required for a business. • To evaluate different social media platforms for businesses.
Main activities	Resources required
<p>In the pairs from the previous lesson, students create a list, table or diagram to represent all the information systems they would need for their business. This should include what information they would find useful to collect about their customers.</p> <p>The teacher splits the class into groups and assigns each one a social media platform. Each group should brainstorm what that platform is useful for for businesses, and which industries or businesses would benefit most from them.</p> <p>One person from each group then summarises their discussion to the rest of the class who make notes.</p>	
	Assessment for Learning
	Information systems list.
	Discussion contribution.
	Differentiation
SEND: Teacher-led support.	
Low ability: Peer-learning.	
Gifted and Talented: Peer-teaching.	
Plenary	
Each pair uses the information they've gained to select the platform(s) they would use for their business and justify why.	

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Lesson 3 plan

<p>Starter activity</p> <p>Students brainstorm the different reasons a business might grow – adding their contributions as sticky notes to the board. The teacher scaffolds to increase the number of contributions as required.</p>	<p>Learning objectives</p> <ul style="list-style-type: none"> • To identify strategies to manage business growth. • To produce a business growth plan.
<p>Main activities</p> <p>The teacher splits the class into groups of no more than three and assigns each one a large well-known business. Each group researches how the company grew from its original size, including what changes were made along the way. Each student should write down a summary of their findings.</p> <p>Students return to their pairs and make a plan for what they could do to support their chosen business through growth. They should detail what would need changing in their business process diagram and what order this would have to happen (as required).</p> <p>Students hand-in their notes about their chosen business from the last three lessons to the teacher for marking.</p>	<p>Resources required</p> <ol style="list-style-type: none"> 1. Devices to conduct research on. 2. Sticky notes. <p>Assessment for Learning</p> <p>Summary of business growth research.</p> <p>Accumulated business notes.</p> <p>Differentiation</p> <p>SEND: Teacher-led support.</p> <p>Low ability: Peer-learning.</p> <p>Gifted and Talented: Peer-teaching.</p> <p>Plenary</p> <p>Students write down the three most important things they've learnt over the last three lessons.</p>