# UNIVERSITY OF LEEDS

# Starting a Business 4: Business Processes

## Lesson plan

| Starter activity | Learning objectives |
|---|---|
| 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. | <ul><li>To define business processes.</li><li>To produce a business process diagram.</li><li>To evaluate social media platforms for business.</li></ul> |
| **Main activities** | **Resources required** |
| 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. They must have their own definition for each of the 3 key areas.<br><br>In pairs, students create a business processes diagram for a website design company.<br><br>Students then swap partners and identify where changes might be needed in the event of business growth or issues (e.g. damage to buildings, reduced customer demand). These should be labelled on the diagram or listed underneath.<br><br>The teacher splits the class into groups and assigns each one a social media platform. Each group should brainstorm how that platform is useful for businesses, and which industries would benefit most from them.<br><br>One person from each group then summarises their discussion to the rest of the class who make notes. Student | 1. Access to FutureLearn course.<br><br>2. Devices to watch the video on. |
| | **Assessment for Learning** |
| | Summary notes.<br><br>Discussion contribution. |
| | **Differentiation** |
| | **SEND**: Videos have subtitles, teacher-led support.<br><br>**Low ability**: Peer-learning.<br><br>**Gifted and Talented:** Peer-teaching. |
| | **Plenary** |
| | Students write down the three most important things they've learnt from the lesson. |

| then individually decide which social media platforms the website design company should use and why. | |
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