



Starting a Business 6: Funding your business

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 and evaluate different sources of funding for a business.• To identify the sources of funding for a chosen business. | <ul style="list-style-type: none">• To investigate a crowdfunded business.• To produce a crowdfunding campaign for a business. | <ul style="list-style-type: none">• To present a crowdfunding campaign.• To evaluate the effectiveness of a crowdfunding campaign. |

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

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Lesson 1 plan

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| Starter activity | Learning objectives |
| <p>Students identify where they could find the money needed to set up their own business. These can be added to the board by the teacher or by the students as sticky-notes.</p> | <ul style="list-style-type: none"> To define and evaluate different sources of funding for a business. To identify the sources of funding for a chosen business. |
| Main activities | Resources required |
| <p>In their own time, students watch the video on Step 1.3 of the course, making notes on the advantages and disadvantages of different funding options.</p> <p>Students choose an existing (preferably successful) business to investigate in any industry they want. They should research how the business was funded initially as a start-up. If there were any shareholders involved to begin with, students should also find out what has happened in the subsequent years since the business became more successful (i.e. whether they sold their shares for profit or continued to be stakeholders).</p> <p>A summary should be written about their findings which includes their personal conclusion about the advantages and disadvantages each funding source gave that company.</p> | <ol style="list-style-type: none"> Access to FutureLearn course. Sticky notes. 3+ devices to watch video on and conduct research with. <p>Assessment for Learning Summary notes</p> <p>Differentiation SEND: Video has subtitles, Teacher-led support Low ability: Peer-learning Gifted and Talented: Peer-teaching</p> <p>Plenary The students think of 2/3 different events, or scenarios (eg a market crash, pandemic, shortage of key product) that could affect the types of finding discussed.</p> |

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Lesson 2 plan

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| Starter activity | Learning objectives |
| Students vote on which method of fundraising they would choose if they were to set up their own business. They should also vote if they would use more than one of the methods. | <ul style="list-style-type: none"> To investigate a crowdfunded business. To produce a crowdfunding campaign for a business. |
| Main activities | Resources required |
| <p>Students research a business that was successfully set up by crowdfunding (e.g. exploding kittens boardgame, fidget cube, BrewDog...) and answer the questions on Step 2.2 of the course.</p> <p>In pairs, students create a crowdfunding campaign for their chosen business (which might already exist or be their own idea). It should include the amount of money they hope to raise to get their business started. The campaign will be presented to the rest of the class in the next lesson. It can be created as a poster, slideshow, webpage or video.</p> | <ol style="list-style-type: none"> Access to FutureLearn course. 3+ devices to conduct research with. Poster making materials (if chosen method). <p>Assessment for Learning</p> <p>Crowdfunding questions</p> <p>Crowdfunding campaign</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>Each pair should make a plan for how they will finish their campaign so that it's ready to present in the next lesson.</p> |

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Lesson 3 plan

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| Starter activity | Learning objectives |
| Students make final preparations for presenting their crowdfunding campaign to the class, including the order they will present in. | <ul style="list-style-type: none"> To present a crowdfunding campaign. To evaluate the effectiveness of a crowdfunding campaign. |
| Main activities | Resources required |
| Each pair presents their crowdfunding campaign to the class. After each presentation, the class writes down how much they would contribute to that business (if at all – a budget could be established per person, or just use student’s judgment) and what they think would improve the campaign. | 1. Projector or screen as appropriate to present campaigns on. |
| | Assessment for Learning |
| | Crowdfunding campaign |
| | ‘Money’ raised by campaign |
| | Differentiation |
| | SEND: Teacher-led support |
| | Low ability: Peer-learning |
| | Gifted and Talented: Peer-teaching |
| | Plenary |
| | Students write down the three most important things they’ve learnt over the last three lessons. |
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