



# Business lesson 4 – Teacher notes

## Lesson 4 - Teacher notes

### Learning aim:

To work as part of a team in order to interpret data and make business decisions.

### Curriculum links and Skills Builder focus skills chart:

|  |   |
|--|---|
| England<br>The national curriculum<br>(England)                              | Marketing<br>Students must know and understand the importance to a business of identifying and understanding its customers.   |
| Scotland<br>The National 5 Business Management                               | Understanding business – stakeholders<br>The definition of stakeholders, including customers; the interests of stakeholders in an organisation and the impact of stakeholders on an organisation. |
| Wales<br>WJEC GCSE in business specification                                 | Sales process<br>Learners need to understand the various stages involved in the sales process (including understanding the needs and wants of customers).   |
| Skills Builder Framework<br>Focus Skills                                     |   |
| Problem solving – The ability to find a solution to a situation or challenge | Problem solving step 5<br>I explore problems by thinking about the pros and cons of possible solutions.   |
| Speaking – The oral transmission of information or ideas                     | Speaking step 5<br>I speak effectively by using appropriate language.   |

### Main skills developed and how:

- Speaking – Learners will produce a written speech to be read out and use appropriate and subject specific vocabulary.
- Teamwork – Learners will work in teams to analyse the given data, make decisions and present their findings to their peers.

### Equipment required:

- Student worksheet
- Answer sheet
- PowerPoint

### Suggested layout of the session:

4 minutes – Introduce the session and outline the session aims. Then provide learners with the information which is on slides 3 and 4. Get learners to produce a brief SWOT analysis of the information they have been given by completing the table their worksheet contains. Please ensure that at this stage of the lesson only the scenario and SWOT analysis table from the student worksheet document are provided to learners.

4 minutes – Briefly discuss the answers which learners wrote in the previous task and, as a collective, identify the main weakness which Cheesy Does It currently has. The main weakness is the fact they don't advertise on social media. Inform the class that the burger restaurant has recognised this fact and as such they have approached several marketing companies about the possibility of working with them. The marketing companies have been asked to produce a pitch which should:

1. Demonstrate they have an understanding of who Cheesy Does It is.
2. Outline why Cheesy Does It should use social media to advertise their business.
3. Explain how they would use social media to promote the business.

Inform students that they are now going to be placed into groups. In these groups, students will be working together to create the pitch Cheesy Does It requires. Students are to then be provided with the rest of the student worksheet document and use graphs 1-8 to help them. They should choose the relevant information from the graphs to include in their pitch.

10 minutes – Learners are to work in their groups to develop their pitch. Regulate learning and ensure that when learners are developing their pitches, they are producing a written speech which can be read out.

During the pitch, students should aim to:

- Speak clearly and audibly.
- Use formal language throughout.
- Justify their reasons with evidence from the graphs.

7 minutes – Select groups to read out their speeches. Once a speech has finished, ask other groups to state the advantages and disadvantages of what they just heard in terms of the advertising campaign being proposed.

#### Ways to differentiate:

- The different elements of the pitch which learners are required to put together have been ordered in terms of difficulty, so different members of a group can be assigned to a subtask related to their ability.
- To help learners formulate their pitch, the worksheet for the lesson contains a series of questions which learners can answer before writing up their speech fully.
- Some learners could focus solely on graphs 5, 6, 7 and 8 – as these contain more accessible information which can be used in their pitch.

#### How to extend the session – if required:

- Instead of students producing a written pitch, they could be asked to produce a group presentation, in which all learners speak. A vote could then take place to identify which group produced the best pitch.
- Have a class discussion to consider the different ways in which Cheesy Does It can advertise using social media. Write the ideas on the board and, alongside each idea, get learners to list the advantages and disadvantages of each of them.
- Get students to carry out additional research online to inform the pitch they put together.



