



Business lesson 1 – Teacher notes

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Learning aim:

To interpret data to justify ethical decision making.

Curriculum links and Skills Builder focus skills chart:

England The national curriculum (England)	Influences on business. Students must know and understand the impact of ethical and environmental considerations on businesses, including sustainability.
Scotland The National 5 Business Management	Understanding business – external factors. How external factors affect the operation of, and decisions made in, the different types of organisations, including social and environmental factors.
Wales WJEC GCSE in business specification	Ethical influence on business activity. The advantages and disadvantages of adopting ethical policies on businesses and their stakeholders.
Skills Builder Framework Focus Skills	
Teamwork – Working cooperatively with others towards achieving a shared goal	Teamwork step 7 I contribute to group decision making, whilst recognising the value of others' ideas.
Listening – The receiving, retaining and processing of information or ideas	Listening step 7 I show I am listening by using open questions to deepen my understanding.

Main skills developed and how:

- Interpretation – Learners will interpret data to answer questions which will aid decision making.
- Group work – Learners will work in groups to identify and develop strategies.

Equipment required:

- Student worksheet
- Answer sheet
- PowerPoint

Suggested layout of the session:

2 minutes – Introduce the lesson aim and pose the following question [Question 1] to the class ‘What is a pharmaceutical company?’. Allow students one minute to briefly discuss their answers. (The definition is: Pharmaceutical companies research, develop and market medicines and therapies.)

8 minutes – ‘A HR manager at a pharmaceutical company has been asked to carry out an equality review and share this information with their line manager.’

Display graph 1 to the class and ask learners to try and identify how many employees at the pharmaceutical company identify themselves in the category of ‘White’. [Question 2].

Next, display graph 2 and pose the following questions to the class:

- [Question 3] What does the graph show?
- [Question 4] Is the company making progress in reducing their ethnicity pay gap?
- [Question 5] Should the company consider any other data when analysing their ethnicity pay gap?

Pose the questions through targeted questioning and use further questioning techniques to ascertain learners' understanding of the data they are being shown. Ensure learners identify / are informed within this process that the reason for gender and ethnicity pay gaps is often proportionally more men / employees who identify as being White and work in senior roles which pay more. When we compare pay and the same level, no gap should exist. Therefore, conclude the questioning by asking the class why the data in graphs 1 and 2 matter to organisations such as the pharmaceutical company [Question 6].

10 minutes - Inform the class the board of the pharmaceutical company have brought in an external consultancy company to come up with a list of strategies they feel should be undertaken to reduce the ethnicity pay gap which exists within their organisation. The board have asked the consultancy company to categorise the strategies they come up with under the following headings:

- [Question 7] What can we do to improve our recruitment process?
- [Question 8] What changes can we implement within our business?
- [Question 9] How can we promote the actions we are undertaking?

Place learners into groups and allocate them one of the questions listed above. Ask the groups to come up with strategies in relation to the question they have been given. Get learners to write their strategies on their worksheet as they brainstorm. Halfway through this task, merge groups who have been given the same question together and get learners to compare and further develop the ideas they have come up with.

If learners struggle to come up with answers to the question they have been given, display slide 6 and encourage learners to select and build on some of the strategies which the slide contains.

5 minutes - Conclude the lesson by asking each group to state one strategy they would implement. Once the answer has been given, use the questioning technique of bouncing to select a pupil from another group and get them to state whether they agree or disagree with the strategy which has been given, ensuring learners consider the need for equal opportunities for all.

Ways to differentiate:

- When analysing graph 1, ask learners to also calculate the total number of employees who identify themselves as Black, Black British, Caribbean or African [Question 10] or who opted for the prefer not to say option [Question 11].
- When posing the questions for graph 2 to the class, they have been ordered in terms of challenge, so questioning can be targeted.
- Whilst learners are discussing and developing strategies, regulate learning and provide groups with additional guidance / ideas where necessary.

How to extend the session – if required:

- Get learners to work in groups of no more than four pupils and come up with strategies for questions 7, 8 and 9. Get learners to present their strategies to the class. Have one group of learners who must represent the board of the pharmaceutical company and get them to ask questions in relation to the strategies they are presented with.
- Get learners to research online potential strategies which can be undertaken by organisations to reduce their ethnicity pay gap.
- Ask learners to research what other pay gaps exist within the world of work. Get learners to share their findings with the class.

