



Business lesson 3 – Teacher notes

Lesson 3 – Teacher notes

Learning aim:

To consider the impact financial decision making can have on business stakeholders.

Curriculum links and Skills Builder focus skills chart:

England The national curriculum (England)	Finance Students must know and understand the concept of revenue, costs, profit and loss, including break even and gross and net profit ratios.
Scotland The National 5 Business Management	Understanding business – Objectives How objectives affect the operation of, and decisions made in, the different types of organisations: <ul style="list-style-type: none"> ● profit
Wales WJEC GCSE in business specification	Revenue and costs Learners need to understand what is meant by revenue, costs, profit and loss (and calculate and interpret: fixed costs, variable costs, total costs, total revenue and profit/loss).
Skills Builder Framework Focus Skills	
Problem solving – The ability to find a solution to a situation or challenge.	Problem solving step 4 I explore problems by creating different possible solutions.
Aiming high – The ability to set clear, tangible goals and devise a robust route to achieving them.	Aiming high step 4 I work with a positive approach to new challenges.

Main skills developed and how:

- Problem solving – Learners will be required to explore a range of data in relation to the scenario they have been given.
- Decision making – Learners will make and justify a final decision based on the information they have been given.

Equipment required:

- Student worksheet
- Answer sheet
- PowerPoint

Suggested layout of the session:

3 minutes – Introduce the lesson and outline session aims. Then ask learners to briefly turn to the person next to them and discuss what they think a stakeholder is [Question 1]. Then discuss the answers as a class and ensure learners are clear that a stakeholder is a person, group of people or another organisation that has an interest in the activities a business carries out.

10 minutes – Provide students with the information which is on slides 3, 4 and 5 and get them to make notes on their worksheet for the implications which will be felt by the following stakeholders – should all the requests from Fitness Heroes Leisure centres be approved:

- Suppliers [Question 2]
- Employees [Question 3]
- Managers [Question 4]
- Customers [Question 5]
- Local community [Question 6]

5 minutes – Based on the notes they have made, students need to produce a written statement advising the council whether all the requests should be approved, or not. Learners should state the rationale behind the decision they have made. Make sure that before learners write their response, they are mindful that if the plans aren't approved, it could lead to the loss of leisure activities or the closure of the leisure centre altogether.

7 minutes – Go around the room and get learners to read out the statements they have put together and conclude the lesson with a class vote as to whether or not the requests from Fitness Heroes Leisure Centre should be approved or not.

Ways to differentiate:

- When students are analysing the implications which will be felt by each of the stated stakeholders, pair up pupils if they are struggling to grasp the activity fully.
- When students are producing their statement regarding whether or not the requests from Fitness Heroes Leisure Centre should be approved, provide weaker learners with the following sentence starters:
 - I believe each of the requests from Fitness Heroes Leisure Centre should be approved / denied because...
 - I have based my decision on the basis of...
 - The requests have failed to take into account...
- Provide more able learners with the additional information which is on slide 6. They can use this material when making their decision as to whether or not the requests from Fitness Heroes Leisure Centre should be approved.

How to extend the session – if required:

- For the conclusion of the lesson, split the class into two groups and facilitate a debate as to whether the requests made by Fitness Heroes Leisure Centre should be approved.
- Get students to complete a basic profit and loss account for the additional information which slide 6 contains. Then, ask them to use this information in their written response as to whether the requests from Fitness Heroes Leisure Centre should be approved.
- When learners are deciding whether or not to approve the requests from Fitness Heroes Leisure Centre, they should also come up with a list of ways in which they feel additional money could be saved e.g. reducing pool temperature, opening on set days etc.

