**STARTER**

**Resources:** Protractor, ruler, pencil, blue and red felt tips, A4 paper, brick, roll of selotape for each group

**Time:** 1 hour

**Aim:** To start working in groups and brainstorming. To develop creative problem solving and group co-operation

Lesson Plan:

1st Exercise 10 minutes

* Form groups of 4. Using only the materials provided draw a right-angled triangle in pencil measuring 15cm in height and 10 cm in width. Colour the triangle in blue, outline it in red and number each angle A, B and C in red also. **You must work as a group to do this.**
* Discussion about the task and group work

2nd Exercise 30 – 35 minutes

* Work in groups of 4/5
* Each group will need an ordinary house brick,4 sheets of standard A4 paper and a roll of sellotape.
* The task – to use the materials to support the brick at least 10 cm above the ground. They have 15 minutes
* Debrief – How did they tackle the problem? Did they consider a lot of alternatives first or did they jump straight in? Did they discuss each other’s ideas constructively or did someone dominate? (How did the dominated feel?) Did any group get locked into a single way of tackling the problem? Did any group give up? Is it better tackling problems on your own or in a group? Is it easier finding ideas on your own or in a group? How do you avoid hurting people’s feelings?



Normally a group of vertical cylinders or a concertina proves the best solution

3rd Exercise 15 minutes

* Individually – 5 minutes to write down on A4 paper as many uses for a brick that they can think of. No talking or copying!!
* See how many each individual has got
* Work in groups of 4/5 and see how many different uses the group gets. They can add extra uses. Students should be told not to worry if they are silly ideas – that they are brainstoming.
* How many uses of a brick did each group get.
* Conclusions – looking for ideas alone compared to a group.

**BRAINSTORMING**

**Resources:** powerpoint ‘How to Brainstorm’ Handout ‘Brainstorming Solutions’ A4 paper for ideas

**Time:** 40 – 50 minutes

**Aim:** Apply brainstoming to solve problems

Brainstormiing is a good method of generating lots of ideas in a group. It is a useful first step in solving problems, or looking for opportunities.

There are definite steps to Brainstorming and students should be made aware of each step:

1. Getting organised – sorting out a leader and note keeper
2. Defining the Problem – make a list of things to consider
3. Brainstorming –, everyone to suggest solutions and the note keeper to record them (or mind map), be imaginative and creative
4. Grouping – see if you can group the solutions
5. Evaluating – discuss whether a solution can work, at what cost etc. Even the silly ideas need to be evaluated
6. Selecting – from the list of very good ideas you need to select the best ones
7. Acting – You started with a problem and ended up with a proposed solution. The question is ‘Does it work?’

All problems are really disguised opportunities for somebody. A person with a problem is a person with a need. If there are sufficient people with similar needs then there is a potential market.

1. Make a list of three problems that you might have or be faced with in one of these situations: In school

in the kitchen

in the garden

in the pub

on holiday

watching T.V.

travelling by bus

at weekends

1. In your group of five let the others know your list of problems
2. Leaders should then get the group to select three *problems* for problem-solving brainstorming session.
3. Use the handour for each of the brainstorming tasks

Allow 20 minutes

1. Report back and debrief looking at:

number of ideas

novelty of ideas

quality of ideas

benefits of group

problem solving this way.

**SELF AWARENESS**

**Resources:** Space,Handouts – ‘Self Advertisement’ and ‘What is she thinking’, pens, blu-tac

**Time:** 1st exercise 20 minutes, 2nd exercise 30 minutes, 3rd exercise 10 minutes

**Aim:** To develop self-awareness and confidence building. To develop an awareness of how personal subjective perception is.

**Lesson Plan:**

1st Exercise

* There is one important rule. Once the game starts, the children must not communicate with each other verbally or by signallig.
* Introduce the game by discussing the idea that no one really sees himself as others see him – everyone’s perceptions are different. Ask the children to imagine that there is a line chalked on the floor from corner to corner. They must silently each take up a place on the line according to where they feel they fit best, e.g. tallest people at one end, smallest at the other.
* This can also be done as fairest, darkest, noisiest, quietest, naughtiest, best behaved etc
* If desired a child can be selected to move people to more appropriate positions. When this is done another can be allowed to do the same. This should illustrate clearly how individuals’ perceptions differ. Afterwards discuss with the class allowing all to express their reasons why they chose particular positions, how they felt when moved, etc

2nd Exercise

* The objective is to draw a poster which represents the positive aspects of the individual’s personality – almost a self-advertisement. Use the self advertisement handout which could be enlarged to A3.
* After time has been allowed for these to be made they should then be posted up around the room and shared with the group.
* Another variation involves the finished posters being given numbers, not names. They are pinned around the room and the class study and attempt to identify them.

3rd Exercise

* Give half of the groups one version of the handout and half of the group the other version.
* Ask what individuals have written – there may be puzzlement on some faces!
* Reverse the roles.
* Let groups discover that they have the SAME picture but different ‘cues’
* In Recap at the end of lesson discuss how we view something is affected by cues or expectations. Some people saw beauty, others ugliness but the ‘object’ is the same. Looking at things in different ways often opens up a whole new range of possibilities.

**PROBLEM SOLVING ACTIVITIES**

There are a few examples below but there are many more to be found on the internet.

**Resources:** See each problem.

**Time:** 1 hour

**Aim:** To develop creative problem solving techniques

The Nine Dot Problem

Resource – White board, A4 paper Time: 10 minutes

Put the nine dot problem on the white board and ask the group to copy. Challenge the group to join all the dots with four straight lines. They can only go through each dot once and their pen must never leave the paper

**. . .**

**. . .**

**. . .**

After 5 minutes ask for solutions

Solution

start

**. . .**

**. . .**

**. . .**

finish

Debrief – what presumption did students make which shaped the solution they were expecting? By not allowing wide rangeing possibilities, the challenge became impossible. Closed minds hinder constructive thinking.

The String Problem

Resource: One length of string, two or three feet long, per person Time: 10 – 15 minutes

Pair up and fasten themselves like this:



They now need to get out of this without untying, cutting or snapping the string?

Solution:



Just because it seems impossible it does not mean it is impossible

Finding a solution often means thinking in an exporatory fashion

Once the solution has been experienced it will never be forgotton

Could the problem have been solved intellectually without touching, doing and talking?

Cannibals and Missionaries

Resources: White board Time 30-35 minutes

Put the students into groups (If you want the students to act out the situation there should be 7 in each group, 6 to take part and 1 to record moves)

On one side of a river there are 3 cannibals and 3 missionaries. They have a boat on their side that can carry two people at a time across the river. The aim is to transport all six people across to the other side of the river. At no time can the cannibals on either side of the river outnumber the missionaries on that side, or the cannibals would eat them.

START

CCC

MMM

Transefer across river

CCC

MMM

FINISH

Solution:

1. Cannibal and missionary cross – missionary returns
2. 2 cannibals cross – cannibal returns
3. 2 missionaries cross – missionary and cannibal .return.
4. 2 missionaries cross – cannibal returns.
5. 2 cannibals cross – cannibal returns
6. 2 cannibals cross – complete.

This exercise invloves the students useing and recording a logical sequence of moves. These skills are important in business – operations, numeracy and IT.

Could they have worked it out in their minds without toucjing, doing and talking?

The Hannoy Tower is a similar exercise

**SKILLS AUDIT**

**Resources: Handout – Analysing Skills Audit, A skills audit e.g. example by Careers Wales in the Dynamo Box or** [www.enterprisecatalyst.co.uk](http://www.enterprisecatalyst.co.uk)

**Time:** 1 – 2 hours

**Aim:** Toknow who you are,. What are your favourite interests? What skills do you possess? Are you cheerful, bubbly, and a people-person? Do you love to get your hands dirty or create projects?

**Lesson Plan**:

Do they know what their strengths and weaknesses are? Do a skills audit

The students could use an analysing sheet to help understand what they learn from the skills audit - Worksheet – Analysing Skills Audit.

* From the Skills Audit work out what your role would be in a team? Why would you be good at this role. Why are different roles needed in a successful team?
* Discuss in groups how they could improve their weaknesses.
* Individuals now know what they would be good at when working in a team. From this information form teams (they should be asking questions to each other about who is good at what and not work with their groups of friends.)
* After forming groups discuss why their group would be successful

Think about the following. What do you think The Top 10 skills are that employers are looking for in new employees?

1). **VERBAL COMMUNICATION**: Are you able to express your ideas clearly and confidently in speech.

2). **TEAMWORK:** Can you work confidently within a group.

3). **COMMERCIAL AWARENESS**: Would or do you understand the commercial realities affecting an organisation.

4). **ANALYSING & INVESTIGATING**: Can you gather information systematically to establish facts and principles, plus the ability to problem solve.

5). **INITIATIVE/SELF MOTIVATION**: Are you able to act on initiative, identify opportunities. Are you proactive in putting forward ideas & solutions.

6**). DRIVE**: Do you have determination to get things done. Make things happen & constantly looking for better ways of doing things.

**FINDING IDEAS**

**FINDING YOUR OWN IDEAS**

**Resources:** Handout, A2 paper

**Time:** 45 minutes

**Aim:** To generate possible business ideas

**Lesson Plan:**

* Ask students to work in their teams. Each team given A2 poster paper and handouts
* In 20 minutes find as many business ideas as possible. Explain that the columns (make, buy and sell, service) are not rigid and just simply a guide. Students will need teacher input. If a particuar column is causing problems, help the group get started or suggest they move on to the next.
* Bring class back together to discuss and share ideas. Each group should present a short list of ‘favourite’ ideas and be prompted to elaborate on them. Encourage questions from others as to feasibility such as:

Will it work?

Will it keep on working?

Can it be made?

Can YOU make it?

Is there any competition?

Is it better than the competition?

Will sufficient people buy it?

At what price?

Why has it not been done before?

Is it legal?

Is it safe?

Can you protect your ideas? (Patents, Copyrights, Trademarks)?

Exactly who will buy it?

Why should they buy it?

Is the idea worth developing further?

Could you make a prototype?

Are you providing a product or a service, or both?

Will you need a lot of money to get started?

Do you have, or can you hire the necessary skills?

Can you do it on a part-time basis first?

The above questions could also be given as a handout to each group.

* Teacher will need to be critical and realistic. Allow the students to discover non-starters and problems. Problems are things to be overcome, signals for actions to get round them, NOT excuses for giving in.
* The desired outcome from this activity is that everyone is attached to a range of ideas by ‘ownership’. This gives point to when students will be developing their own business plan for their ‘practice’ challenge.

**MAKING A LIST**

**Resources:** White board

**Time:** 30 minutes

**Aim:** To illustrate how few ideas students currently have. To draw distinctions between decision makers, purchasers and consumer goods and services.

**Lesson Plan:**

* Ask students to make a list of ten ideas that they could make money from and start immediately. (5-10 mintes)
* Collect ideas by writing the top idea from everyone’s list onto the white board – if already mentioned ask for the next idea. Get precise explanations to supplement the key words on the board – e.g. ‘shop’ is not precise enough, what kind/ how big etc? Opportunities may be taken during this exercise to gently sow some seeds for ideas.
* There will probably not be any highly original ideas in the first list. Some will be making things to sell, others buying in to re-sell, and others providing a service. Few will have ten ideas.
* Select one or two and identify how different people in the ‘market’ can be identified, e.g. baby food – who consumes it?, who pays for it?, who decided to get it?
* On the white board illustrate this

BUSINESS IDEA

|  |  |  |  |
| --- | --- | --- | --- |
| Product/Service | Who decides?  DECISION MAKER | Who buys?  PURCHASER | Who uses?  CONSUMER |
| Pushchair | Mother/Father | Mother/Father | Baby and parent |
| A tooth filling | Dentist | NHS  Patient | Patient |
| Teenager’s shoes |  |  |  |
| Baby sitting |  |  |  |

* Discuss a few other ideas in this way until the destinctions are understood. Sometimes the decision Maker, the Purchaser and the Consumer are the same person, sometimes they are different. This has implications for how you should organise the marketing effort – e.g. is it worthwhile persuading the Consumer if the Decision Maker is someone else?

Recap

* An idea is useless unless there is a market for it
* The people who benefit from your product or service – the Consumers – are sometimes different from the people who make the decision to buy and sometimes different from the people who pay.
* If you want people to buy your product or service you must concentrate on persuading the PERSON WHO MAKES THE DECISION TO BUY – sometimes via the consumer e.g. advertising of toys at Christmas
* Why do people buy things? – use particular examples from the lists
* So far students have probably only been able to think of ideas that already exist and operate successfully. It is very hard to be successful like this because there is so much COMPETITION. To avoid competition a new or novel idea is needed. That also creats a problem – if it is new how do you know it will work? Even if it works how do you know people will pay for it? The idea of RISK now emerges.
* Identifying the competition is sometimes difficult. Give a scenario. Imagine that you run a florist shop. Many of your customers buy bouquets for wives, mothers, friends, colleagues. Who else competes with you for these customers? – other florists, but who else? What exactly are thes customers buying? It is not just a bunch of flowers. – ‘gifts for women’, therefore the competition is ‘in other places where people buy gifts for women’ such as............

**WAYS TO FIND IDEAS**

**Resources:** Handout

**Time:** 30 minutes

**Aim:** To stimulate ideas

Lesson Plan:

* Ask students to list ten ways to find ideas for a business/making money (10 minutes) Follow with a brief discussion. Stress that such ideas can be developed, rather than waiting for them to happen, if you are prepared to invest a little time and effort.
* Look at the handout and discuss. With the help of the handout the small groups should now attempt to generate some ideas they could use. Later they may share ideas with the whole class.The teacher should help this session by encouraging and giving helpful examples

**MAKING A CHRISTMAS DECORATIION OR PLANT WATERER**

**Time:** 45 minutes

**Aim:** To show that useable/saleable items can sometimes be made simply and cheaply. To exercise creative skills.Group development/co-operation. Problem solving.

Lesson Plan:

|  |  |
| --- | --- |
| Christmas Decoration | Plant Waterer |
| **Resources:** Things like coloured card, felt-tip pens, scissors, glue, shiny paper, straws etc | **Resources:**1 plastic bag, one plastic cup, one straw and plant pot in a tray (per group) |
| Students should work in small groups  They should be instructed simply to invent/produce a Christmas decoration which is new to the market.  Time limit of 20 – 30 minutes.  When all decorations are made, display them around the room and bring the entire class together to discuss and share ideas.  Discussion should include how groups felt they worked together, how the idea was developed, how the idea changed or was developed, how the idea changed or was adapted as the work progressed, how satisfied the groups are with their efforts and whether the items are indeed useable/saleable | Students should work in small groups  They should be instructed simply to design and make a device which will keep house plants moist over a two week holiday period.  Time limit of 20 – 30 minutes  When the groups have produced something, or the time is up, bring the whole class together to discuss and share ideas  Discussion should include how groups felt they worked together, how the idea was developed, how the idea changed or was developed, how the idea changed or was adapted as the work progressed, how satisfied the groups are with their suggestions and whether they feel there would be a market for their device. |

**CHECKING OUT IDEAS**

**Resources:** Whiteboard, Handout

**Time**:40 minutes

**Aim:** To encourage self and peer appraisal of ideas.

**Lesson Plan:**

* To remind students that an idea without a market is useless, to turn an idea into reality means: setting objectives, making realistic plans and acting on the plans, ideas and plans change shape when reality is encountered, and market research is essential and may mean making a prototype
* Ask – ‘What kinds of question is it important to ask if you want to be fairly sure that you have a good idea?’ OR ‘How do you know if you’ve got a good idea? Using the whiteboard brainstorm responses – they should reflect earlier ideas generated and anticipate the pupils handout ‘Checking out ideas’.
* Get a volunteer to submit an idea to evaluation using the boarded responses – the kind of answers it is possible to give at the moment are YES, NOT SO SURE, NO, NEED MORE INFORMATION. Allow or encourage these to emerge and ask ‘What can you do to remedy this?’
* Organise grouping around favoured ideas and distribute the checklist – groups add any extra questions they wish.
* Brief idea – groups to spend 20 minutes applying the checklist to their first choice idea and considering how they can work towards a YES for every question. They will be expected to give a short report on how to plan to do this when groups reform.
* When they have done this, bring the whole class together so that each group can report back and discuss what they need to do next.
* Remind groups that ideas only become reality if they PLAN to turn it into reality and they ACT on that plan. They will also find that their ideas (and plans) will change in time because they will find out more about the market, competition etc

**SWOT ANALYSIS**

**SWOT ANALYSIS**

**Resource:** internet access

**Time:** 2 x 1 hour lessons

**Aim:** To learn why a SWOT analysis is necessary and then to carry out a SWOT analysis on an existing company

* STRENGTHS
* WEAKNESSES
* OPPORTUNITIES
* THREATS

Usefull website for this activity:

<http://www.echelgais.org.uk/elwa/content.asp?lo=1.2.1.1.1>

<http://www.echelgais.org.uk/elwa/content.asp?lo=1.2.1.3.1>

After understanding what a SWOT analysis is give the task of undertaking a SWOT analysis for any business of your choice. e.g. any small business in your local area or M&S, Nike, Cadbury.

**NEW ENTERPRISE**

Students should now organise themselves into groups based on the strengths and weaknesses of appropriateness to roles as seen in their skills audit.

**PRODUCT or SERVICE**

**Resources:** Enterprise Planning Booklet(if needed), Copy of their Skills Audit Swot handout

**Time:** 2 x 1 hour

**Aim:** To rationalise roles and start planning their enterprise activity. Make SWOT analysis on chosen enterprise.

In your group select a product or service for your enterprise activity:-

· Community Cafe

· Promoting a Band

· Food Bank

· Flower Shop

· Pop up Shop

· Craft Fair

* Enterprise planning booklet
* Discuss the outline of their plan and what they hope to achieve
* Note what roles they need in the group
* What they feel they can contribute to the group
* How they decided on the roles
* Action plan for the group – this might develop as the enterprise progresses – it is a working document.

**SWOT ANALYSIS**

Make a SWOT analysis of their new enterprise

|  |  |
| --- | --- |
| STRENGTHS | WEAKNESSES |
| OPPORTUNITIES | THREATS |

**MARKET RESEARCH**

**Resource:** Handouts - ‘Example of a questionnaire’, ‘How to create a chart in Excel’.

**Time:** 2 x 1 hour lessons and time to carry out the market research.

**Aim:** To create and display market research

Market research is needed in order to test out their business ideas. It is all very well being able to make or do something, but if no one wants to buy it, a lot of time, effort and money will have been wasted.

One of the most useful ways of testing ideas is to talk to other people about them. Making a questionnaire is a good way of doing market research

Students will need to find out:

* whether people NEED their product
* whether they WANT it
* what they LIKE about it
* what they DO NOT like about it
* what they would be prepared to PAY for it
* how OFTEN they would buy it
* WHERE they would expect to buy it
* what BENEFITS they expect from it
* what KINDS OF PEOPLE would buy it or not buy it.

A sample questionnaire is included but should not be given to the group unless they are finding it really impossible to come up with ideas

See also WJEC Business Studies GCSE pages 1-42 (On line interactive version or Word paper version)

Also Survey Monkey

After completing the questionnaire the students should analyse the responses and use the information to create graphs by using an EXCEL spreadsheet.

There is a Handout in the appendix to help show how to do this

See also clip on YouTube <https://www.youtube.com/watch?v=7mWhHy3bxOU>

**PRODUCT RESEARCH**

**Resources:** Magazines/newspaper articles (mobile phones) ‘Who are your competitors’ handout.

**Time:** Between 2 – 3 hours

**Aim:** To stimulate action research. To research and closely examine and consider other businesses in order to learn about what is needed in their own.

**Lesson Plan:**

At the first attempt a basic outline of the competition may be produced by the groups. Students should be encouraged to be a little more professional in the content, presentation and strategy, so a second attempt will normally be needed

* Stimulate ideas by presenting class with a typical teenage problem, e.g. you have an extra £20 and you go into town to spend it, what would you consider spending it on? (expect responses such as item of clothing, books, make up – but also consider which PARTICULAR item of clothing, books, make up)
* Make the connection – potential customers look at the world in the latter way rather than the former way. Unless they understand how their customers think or behave they will not have a full picture of the market they are in. The market will have competitors and the students need to research the competition
* Discuss this. Also competitors do not always make or do exactly the same as what the students are doing but they may provide some of the BENEFITS or meet similar NEEDS
* If further clarification is needed, use the example ‘What can meet your needs if you are thirsty?’ Water, milk, lemonade, tea, beer, wine, fruit juice etc.
* Preparation for task: discussion about mobile phones; who owns one, what model they chose, why they chose it, what makes it good, what it does etc? Assimilate ideas on the board.
* In groups, the students must collate from magazines / newspapers etc, adverts, articles, and info about specific mobile phones according to their brand make. For each brand, groups must list key facts and features of each handset. Their task is to compare and contrast each brand and understand if there is one key functionality or design-feature they rely upon to sell their phones and which makes them stand out from the rest ie digital camera, mp3 player, internet / Bluetooth connectivity, etc.
* Group discussion: Encourage students to discuss their findings. Is it possible, from what they have investigated, to decide whether particular brands target particular consumers? What type of consumer wants a phone with a camera or mp3 player? What type of consumer might buy a phone that lacks a camera but runs Windows Outlook and Explorer? Discuss how each brand advertises and how they try and secure a competitive edge.
* Work on ‘Who are your Competitors’ handout.
* Teams should give careful thought to presenting their findings in an interesting and informative manner. Incorporate comparable data in graphs and tables, provide photographs and diagrams of competitors’ products and services, research competitor’s marketing material and think how you would do things differently. With a little innovation and creativity your students should be able to present their Competitors Outline with relevant research, and ensure their document communicates their findings in an interesting and varied manner.

**CLIENT/CUSTOMER RESEARCH**

**Resources:** Handout – Who exactly are your customers

**Time:** 1 hour

**Aim:** To understand types of customers. To consider important questions about their business idea and to define the target segments they will aim at.

Now that you have your idea for a product or service, you must test it out to see if it is what your customers want. This will involve you finding out answers to some of the following questions:

* who are your customers?
* what do your customers want?
* will your customers buy or want your product or service?

Brainstorm in a group.

* Consider how many different customers or groups of customers may use your product or service (A cartoon of types of customers or picture might help the groups discuss types of customers)
* Now choose some of these customers on which to concentrate. Make a list of at least three types of customer for your product.

Now they have identified some customers and therefore a possible market for their product/service. They also have their market research and questionnaire

**PRESENTATION 1**

**Resources:** All research to date

**Time:** 1 hour

**Aim:** To present to the rest of the class what has been done to date

Each group should prepare the following

* Outline of group members
* SWOT analysis of chosen business idea
* Outline of the idea
* Results from Research

The presentation should be done orally but with visual aids. This will be a good practice for final presentation on Enterprise and Innovations Day.

**BUSINESS PLANS**

**Resource:** Business Plan (in appendix) also

[**http://www.princes-trust.org.uk/pdf/businessPlanGuide.pdf**](http://www.princes-trust.org.uk/pdf/businessPlanGuide.pdf)

**BUSINESS FINANCE**

**Resources:** website <http://www.echelgais.org.uk/elwa/menu.asp?id=1.1&student=false>

**Time:** 1 – 2 hours

**Aim:** To learn how to look at business finance

**Leeson Plan:**

* Look at website to help understand different aspects of business finance

Prepare information on each of the following for your business:

* Source of finance
* Cash Flow
* Profit and Loss
* Balance Sheet

**PRESENTATION 2**

**Resources:** Business plan

**Time:** 1 hour

**Aim:** Each group to outline their business plan to the rest of the class

**Lesson Plan:**

Prepare an outline of their Business plan and submit to the class

**MARKETING**

**Resources:** IT suite, powerpoints: Marketing and Promotion, appathon, Poster; posters, coloured paper, newspapers, magazines

**Time:** 2 – 5 hours (depending on class)

**Aim:** How to prepare different aspects of a marketing campaign

Lesson Plan:

* Look at different marketing strategies and techniques
* What is marketing Mix
* How to promote the company
* How to Advertise successfully

Marketing Mix

The 4P’s – Marketing means making people aware of your product/service. It must be:

* the **right** product
* in the **right** place
* promoted in the **right** way
* at the **right** price

**Product**

**Promotion Place**

**Price**

Look at and discuss the case study of Ma’s Pies – this shows the customers and the 4P’s for one company.

Handout – ‘How to pick and mix’ handout to help decide what is right for your product/service. Then elaborate on the Marketing Mix grid for your product/service – considering the type of customer and the 4P’s

The 4P’s need to fit together in a way that fits their customer groups best.

There are also numerous clips on You Tube about the 4P’s

Promotion – powerpoint Marketing and Promotion, Marketing, Marketing Campaign – use these as desired

Advertising – part of the above powerpoint (see also powerpoint Advertising Techniques)

Posters: - Understanding how posters work to promote a product or service –Posters powerpoint

Explain and Understand AIDA model and how this can be used as part of a cohesive marketing strategy for a product or service.

Visual Hierarchy – order in which we see things (ref. Optical illusions. This powerpoint can be used as a starter activity)

Rule of Thirds-vertical and horizontal order/organisation within the poster. (Art and Design/Media Subject areas may be able to help here)

The following should be considered and researched:

1. TV advert – powerpoint Practical Production – How to make a TV advertisement and/or Creative Media Production
2. Print based advertising – newspapers/magazines/Billboards
3. Web campaign/Internet-Web pages
4. Apps – ideas on [**www.mykindacrowd.com/Challenges/tcs-appathon**](http://www.mykindacrowd.com/Challenges/tcs-appathon) powerpoint in appendix
5. Social media – Facebook/Twitter – powerpoint to help on Viral Advertising

**HOW TO DELIVER A PITCH**

**Resources:** Powerpoint How to deliver a pitch, You Tube clips/Dragon’s Den/ Young Apprentice/The Apprentice. IT suite

**Time: 5 x 1 hours**

**Aim:** To plan and prepare a pitch for presentation on Enterprise and Innovations Day.

Plan the presentation/pitch for their product/service. Put ideas on a A3 mind map.

Watch and analyse example of a pitch to understand the skills required. Students need to avaluate their own strength and weaknesses as regards presentation techniques: appropriate language and non-verbal communication. Use You Tube clips/Dragon’s Den/ Young Apprentice/The Apprentice. Students need to be given a clear understanding of the criteria for a successful pitch.

Create promotional material. Professionally produce Power-Point and other forms of marketing such as posters/flyers etc.

Compose a script. Team members need to be selected to explain relevant roles as well as develop relevant skills such as fluency and clarity.

Rehearse timings and transitions.Students need to aim for a smooth and fluent delivery of pitch to promote their product/service.

**PRESENTATION 3**

**Resources:** All marketing resources

**Time:** 1 hour

**Aim:** To outline their Marketing Strategy and Campaign

**Lesson Plan:**

Each group to presenttheir Marketing Strategy and Campaign. Evaluation of each group at the end

**ENTERPRISE AND INNOVATIONS DAY**

Each group to prepare their stand for the day.

Invite ‘Dragons’ to come to the event and help in the appraisal of each stand

This will be a good practice for their upcoming BAC ENTERPRISE AND EMPLOYABILITY Challenge.

At the end of the day the ‘Dragons’ could present the Bac Challenge.

OTHER USEFUL RESOURCES

[www.logic-puzzles.org](http://www.logic-puzzles.org)

[www.folj.com/puzzles](http://www.folj.com/puzzles)

[www.enterprisevillage.org.uk](http://www.enterprisevillage.org.uk)

[www.enterprise-zone.co.uk](http://www.enterprise-zone.co.uk)

[www.my-work-experience.com](http://www.my-work-experience.com)

TES Connect – My Business Plan

With thanks to Durham University Business School Materials for many ideas and lesson plans used in this unit of work.