



**LESSON PLAN 81**  
**Postgraduate Diploma in Bilingual Education**

<b>SUBJECT: Business Studies</b>	<b>GRADE &amp; CLASS: 12</b>	<b>DURATION: 40 minutes</b>
<b>UNIT : 1</b>		<b>LESSON [TOPIC]: Introduction to internal environment</b>

**FOCUSED COMPETENCY & LEVEL**

**Competency 1: Inquires the basis of business & the environment in which it operates.**

**Competency Level 1.7: Analysis the influences of internal environmental forces on business.**

**QUALITY INPUTS/MATERIAL/RESOURCES:**

**White board, white board pen, smart board, Teacher’s guide**

**OBJECTIVES FOR 4Cs [*anticipated* learning outcomes]**

<b>1 &amp; 2. CONTENT &amp; COGNITION</b>	<b>Students will be able to:</b>
Student will identify internal environmental forces on business.	Cognitive: <ul style="list-style-type: none"> <li>● Revise the memory of internal environment</li> <li>● List the internal environmental forces that influence the business.</li> </ul> Psychomotor: <ul style="list-style-type: none"> <li>● Show a scenario on the smart board which was sent as pre activity previous day. And discuss about.</li> <li>● Let them to do boundary game.</li> </ul>

<b>3.COMMUNICATIONLanguage]</b>	<b>Objectives – Students will be able to</b>
Vocabulary	Previous:

	<p>Business environment, internal &amp; external environment, owner, manager, organizational culture, organizational structure</p> <p>New :</p> <p>Forces &amp; conditions, Top managers, beliefs, values, attitudes, norms, habits, behavioral patterns, authority,</p>
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<p><b>3.2. LANGUAGE</b></p> <ul style="list-style-type: none"> <li>● Vocabulary: organization, resources, policy, culture</li> <li>● Functions: define, describe</li> <li>● Structures: ‘The internal environment includes...’</li> </ul>	<p><b>3.2.1. Language Functions</b></p> <p><b>Students will be able to,</b></p> <p>(a) Use key terms which are used to define what is internal environment.</p> <p>(b) Describe the factors of internal environment.</p>
	<p><b>3.2.2. Language Structures</b></p> <p><b>Students will be able to use;</b></p> <p>(a) Phrase “Forces &amp; conditions that influence .....’</p> <p>(b) “The internal environment includes.....”</p>
	<p><b>3.2.3. Language Skills focused on Activities [write the corresponding Activity number)</b></p> <p>(a) Writing Skill – Students will write the notes by using proper language.</p> <p>(b) Listening Skill – Students will listen to the explanations given by the teacher and answer the questions properly.</p> <p>(c) Speaking skills – Students will define internal environment with proper language.</p> <p>(d) Reading skills – Students will read information in the smart board.</p>

<b>4. CULTURE &amp; COMMUNITY</b>	<b>Students will</b>
<b>Affective Domain Objectives</b>	<ul style="list-style-type: none"> <li>● Relate the idea to the school environment (students, teachers, prefects)</li> </ul>

### PRE-LESSON ACTIVITY

#### Objectives:

- Give an introduction to the lesson

Outcome : Came to know about the lesson which is going to do?

#### Activity:

Teacher sends the image of a case study through WhatsApp & ask them to answer the question & come

### PROCEDURE [STEPS WITH ANTICIPATED TIME FOR EACH ITEM]

#### STEP 1 -Activity 1

**Time allocated: 10 minutes**

- **Learning outcome: 1.** Students will be able to get the idea of term internal environment.

#### Procedure

- i) Ask about the Pre activity & let them to guess the term for the pre activity.
- ii) After getting the answer correctly create a slide of topic “INTERNAL ENVIRONMENT”
- iii) Invite students to come to the board & write the words they identified in the case study.
- iv) Let them to do the boundary game.

#### STEP 2 – Activity 2

**Time allocated: 10 minutes**

- **Learning outcome: 1.** Students will be able to remember the definition for the term ‘Internal environment’

**Procedure**

- i) Teacher explains definition of internal environment
- ii) Let students to listen.
- iii) Let student to write the definition which is appear in the smart board slides.
- iv) Guide them to underline the important words in the definition. (when answering the questions)

**STEP 3 -Activity 3****Time allocated: 15 minutes**

**Learning outcomes:** 1. Students will be able to understand the factors in the internal environment.

**Procedure**

- i) Revise the words that they have written in the board under the pre activity.
- ii) Show some images regarding the other factors.
- iii) Introduce other new factors which are in internal environment.
- iv) Explain all the factors regarding the internal environment & let them to write definitions for each.

**POST-LESSON ACTIVITY****Objectives:**

- Review the key point of the internal environment & check for student's understanding.

**Activity:**

- Ask some questions orally from students & ask them to prepare a booklet from knowledge of business environment taking in to consideration of a boutique in your village.
- For the internal environment part use this knowledge.

**Annexures**

the brief scenario below. Answer the questions that follow and present your answers in the classroom.

*A small but popular local bakery has been struggling recently. The bread recipe is fantastic (Factor A), and the baker's skill is high (Factor B). However, their rent has dramatically increased this month (Factor C), and the old mixer keeps breaking down,*

delaying production (Factor D). They also have a very strong relationship with their local community (Factor E).

**Questions:**

1. List the five factors (A, B, C, D, E) mentioned in the scenario.



Which of the factors do you think the **owner** of the bakery can **change**?



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