

Lesson plan observed by Mentor (lesson plan 82)

Pre-Reflection (Before the Lesson)

Before conducting the Task Environment lesson, I planned to send students a guiding question the previous day: “Who supports the school to run?” This question was expected to activate their prior knowledge and help them understand how different external parties influence an organization. I also prepared clues to help students identify key task environment factors such as suppliers, consumers, competitors, potential businesses, and substitute producers.

My aim was to build curiosity, improve participation, and help students link real-life examples with business concepts. I also planned to use simple images and short activities to support bilingual learners. I hoped that all students would actively engage, answer confidently, and relate the examples to their daily school environment.

Post reflection

After the lesson, I observed that sending the guiding question the previous day helped many students come prepared with ideas about who supports the school. The clues I provided were useful for students to correctly identify task environment factors such as suppliers, consumers, competitors, potential businesses, and substitute producers.

However, the lesson did not start on time because some students arrived late to the smart lab, and there was also a technical issue with the smart board, which caused a further delay. A few students were hesitant to speak loudly during the discussion, so their participation was limited. Despite these challenges, most students were able to understand the concepts through the images and explanation. For future lessons, I plan to have a backup activity in case of technical problems and encourage hesitant students through pair or group interaction.