

Planning for and Pitching an Enterprise Activity

Delivery of this component

This is a very practical component in which students draw up a plan, make an individual pitch and review their plan and pitch for a micro-enterprise of their choice.

- Teachers can deliver Component 2 alongside Components 1 and 3, or as a synoptic component after Components 1 and 3 have been completed.
- Students may benefit from having learned all the theoretical content of Components 1 and 3 in order to be best placed to tackle the practical nature of this component and its assessment.
- A number of mini-assignments can be built up as this component is developed.
- Students should be involved in a variety of practical activities, including thought showers, discussions, research and the practical aspects of drawing up a plan for a micro-enterprise, demonstrating skills in pitching and reviewing plans and their own performance in light of feedback.
- Students are encouraged to develop leadership, personal and communication skills, as well as the required technical and practical skills, all of which are crucial attributes of an entrepreneur.

Assessment guidance

This component is internally assessed, with students planning, pitching and reviewing a micro-enterprise plan and pitch.

- Students will use their knowledge of market research techniques from Component 1 to consider a number of enterprise ideas.
- Students will develop an individual plan for a realistic micro-enterprise idea.
- Students will pitch an individual summary of the final plan to an audience.
- Students will use feedback from others and self-reflection to review their business plan and the pitch.
- Evidence for assessment can be presented in a variety of formats, including written materials, presentation slides, speaker notes and handouts, video recordings and photographs, and records of activity including observation records and witness statements.

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Component title	Planning for and Pitching an Enterprise Activity
Guided learning hours	36 (internal)
Number of lessons	36
Duration of lessons	1 hour

Lesson	Topic from specification	Suggested activities	Classroom resources
Learning aim A: Explore ideas, and plan for a micro-enterprise			
1	A1 Generating ideas for a micro-enterprise activity Ideas could involve: • innovation of products/services • provision of products/services in new contexts • provision of products/services to new markets •	Introductory activity: Teacher-led thought shower/discussion on the following questions: • Where do entrepreneurs get their ideas from? • Is having a great idea enough? • Why might someone have an idea but not act upon it? Main session activities: • Teacher-led discussion on types of ideas: ○ innovation of products or services ○ provision of products or services in a new context ○ provision of products or services to new markets. • The teacher introduces the class to the assessment criteria for this component – i.e. to plan, pitch and evaluate a business plan for a micro-enterprise. • Students work individually or in pairs to think about possible ideas for a micro-enterprise. Although working in pairs is acceptable at this point, the actual assessed work must be produced individually. Plenary activity: Students work individually or in pairs to produce thought showers about where enterprise ideas can come from, the different types of ideas, and current examples of new business ideas. Students should be encouraged to think of additional ideas in the time before the next lesson.	A selection of photographs of well-known entrepreneurs, or news items about entrepreneurs and their ideas, might be useful to spread around the class for inspiration. Video clips from the BBC programme <i>Dragons' Den</i> (www.bbc.co.uk/programmes/b006vq92) might be useful to prompt discussion on where ideas come from. Paper flip-charts, paper tablecloths or large whiteboards for creating thought showers.
2	A1 Generating ideas for a micro-enterprise activity	Introductory activity: Students consider a range of micro-enterprise ideas, such as starting a computer repair business, opening a clothes shop or	The specification may be useful here for teachers to remind

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	Factors to be considered when selecting final idea: - resources available - financial forecasts - costing and pricing - methods of communication and promotion - potential customers	making products. In small groups, they discuss the issues an entrepreneur must consider when selecting an idea. Main session activities: - The teacher leads students through the factors to be considered when selecting ideas. - Working individually, students evaluate the thought showers of ideas produced in the previous lesson and colour code them according to whether an idea should be dropped (red), be considered in more detail (amber) or could work well and be developed further (green). - Students compare their 'green' ideas with other members of the class. This should be used as an exercise to create a shortlist. Plenary activity: All students are seated and individually state one idea for a micro-enterprise. Each one must be different. Once the idea is stated they can stand behind their chairs. Once all students have contributed, the activity has been successfully completed. One student could be nominated to add ideas to a thought shower on the board as a record of these ideas.	students about the factors it outlines.
3	A1 Generating ideas for a micro-enterprise activity Factors to be considered when selecting final idea: - resources available - financial forecasts - costing and pricing - methods of communication and promotion - potential customers	Introductory activity: Students focus on the summary of ideas from the last lesson and individually reflect on the strengths and weaknesses of the idea they contributed. Main session activities: - Students produce a grid with each of the bullet points under the selection of final ideas shown in a row in column 1. - Students complete the grid for three potential enterprise ideas, with each idea at the top of column 2, 3 and 4. - Students share their ideas with a peer and identify any omissions. Plenary activity: Students discuss the meaning of the word 'constraints' and reflect on how resource constraints might affect their choice of micro-enterprise activity.	Computers or paper to produce and complete grids. Definition of 'constraints' displayed on board for all students to see.
4	A1 Generating ideas for a micro-enterprise activity Factors to be considered when selecting final idea:	Introductory activity: Teacher writes this question on the board: 'What makes a good micro-enterprise activity?' Students write three criteria on sticky notes and share as a class. Main session activities:	Sticky notes.

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	- resources available - financial forecasts - costing and pricing - methods of communication and promotion - potential customers	- Teacher-led discussion based upon the criteria collated as part of the introductory activity, leading to an agreed list. - Students consider their micro-enterprise activities and grade them based upon the criteria agreed. - Teacher emphasises the importance of selecting a viable micro-enterprise activity to plan and pitch and the fact that, once it has been decided, this will form the students' focus for the next 32 learning hours. Plenary activity: Students work in teams to help individual students collate their top three ideas, then narrow them down to select ONE final idea from these to plan and pitch. Each student is invited to share their favourite idea and explain why they have chosen it. The explanation should refer to their personal review of the idea and feedback from others.	
5	- A1 Generating ideas for a micro- enterprise activity A skills audit by students, to consider: - leadership, personal and communication skills required - technical and practical skills required	Introductory activity: Students think individually about the skills they believe they have. The teacher encourages them to think broadly about these skills. They do not need to be limited to enterprise skills – for example, they might be sporting skills. Main session activities: - Teacher-led class discussion on the skills of an entrepreneur. The teacher may find it useful to recap the skills of an entrepreneur that were discussed in Component 1, Learning aim A. - Students work in pairs to define 'skills'. The teacher then introduces the concept and process of a skills audit. - Students consider the skills required to be an entrepreneur – for example, communication – and why each skill is crucial to the success of an enterprise. They then complete an online leadership skills assessment. - Students think back to their ideas for a micro-enterprise and carry out individual skills audits specific to one of those ideas. Plenary activity: Teacher leads a class discussion to agree on the top 5–10 skills that would contribute to the success of an enterprise.	A review of leadership training courses may be helpful – for example, those by the Corporate Coach Group (https://corporatecoachgroup.com/courses/leadership-and-management-training). Free online leadership skills tests have been produced by Mind Tools (www.mindtools.com/pages/article/newLDR_50.htm) and may be useful here – for example, a simplified version appropriate for the class could be put on the board for students to answer individually.
6	A1 Generating ideas for a micro-enterprise activity	Introductory activity: Teacher leads a recap of the key aspects of generating ideas. Each student is encouraged to contribute at least one point to a mind map on the board. They then nominate another student to explain	

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	Recap lesson for students to consolidate their understanding of the content covered in A1 and to prepare for their assessment	that point. For example, if student 1 writes ‘innovation of products’ and nominates student 2, student 2 explains what this means. Main session activity: - Students work independently to finalise the enterprise idea they are going to follow for the remainder of this learning aim. This should include discussing their ideas with peers, mentors (if appropriate) and the teacher. - Students use their experience of exploring enterprises to generate and decide on an idea for a realistic micro-enterprise. This may involve some research to help make decisions. Plenary activity: Working individually, students write down five points about their idea on a cue card. They hand it to the teacher at the end of the lesson but keep a copy of their points. Students could research these points further and, for homework, review each point to see if they can identify an area for improvement.	
7	A2 Plan for a micro-enterprise activity Aims of the micro-enterprise: - financial aims, e.g. to make a profit, to break-even - non-financial aims, e.g. customer satisfaction, social aims such as meeting a need in the community	Introductory activity: Each student writes a tweet of around 120 characters to explain or summarise their idea for their micro-enterprise. Main session activities: - The teacher introduces the concept of setting aims. They then lead a class discussion on appropriate financial and non-financial aims for micro-enterprises. - Students individually check their understanding of financial and non-financial aims. - In pairs, students discuss how social enterprises can help to meet the needs of a community. - Finally, they consider three aims they will set for their own micro-enterprise, taking into consideration whether their micro-enterprise will have financial or non-financial aims, or both. Plenary activity: In a teacher-led discussion, students are invited to suggest one SMART aim for a micro-enterprise. These are added to a board or wall for the whole class to study after the discussion. For homework, students study other SMART aims for the micro-enterprise.	The specification for Component 1 may be useful background information. Twitter: e.g. entrepreneur Theo Paphitis invites small businesses to tweet between 5 pm and 7 pm on Sunday evenings using #sbs. These tweets might be useful to discuss or consider when students are summarising their enterprise ideas. Small whiteboards and pens.

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8	A2 Plan for a micro-enterprise activity Products or service to be sold, including: • features, benefits and unique selling points • selling price • cost • competitors	Introductory activity: In teams of four to six people, students play the game 'When I went to market'. One student starts with an item, the next student repeats that item and adds one of their own, and so on. When each student has added an item to the list, the team uses persuasive language to try to 'sell' their items to another team. Main session activities: • Teacher-led discussion to check student understanding of 'products', 'goods' and 'services', asking students: How big is the range of products and services offered by businesses? • In pairs, students practise identifying and explaining the features and functions of the product or service they have selected for their micro-enterprise. Then, on their own, they identify its unique selling points (USPs) and explain what these are. • Teacher-led discussion about the importance of costing, price and competition, and how enterprises address these. • Students work individually to produce a mind map for their micro-enterprise's product or service, considering: ○ USPs ○ cost of raw materials ○ competitors ○ how they will set prices. Plenary activity: Students list three things that should be included in a product or service description, then explain why an understanding of costings and market competition is important.	It might be useful to provide examples of a range of products, e.g. physical items, items shown in catalogues, photographs of items or product brochures.
9	A2 Plan for a micro-enterprise activity Identifying the target market: • market segment • appeal to target market • how product or service will reach market, e.g. selling direct, online or both	Introductory activity: Either in pairs or larger groups, students draw a profile of the class as a target market, taking into consideration their genders, ages, buying habits and so on. Main session activities: • The teacher defines 'market segmentation' and 'target markets', then leads a class discussion on the advantages and disadvantages of targeting a subsection of the market rather than the whole market.	Catalogues and websites covering a range of products and services could generate discussion on target markets – e.g., by looking at the watches section of an online jeweller or in a printed jewellery catalogue.

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	- establishing and sustaining sales to the target customers	- Individual students are invited to select a particular product or service and then describe its target market to the rest of the group, how the product or service appeals to the target market and how they would reach this market. - As a class, students create a market map of enterprises in their local area, considering low-price vs high-price enterprises and mass-market vs niche-market enterprises. Individually, they then consider how the product or service they selected could be positioned to take advantage of any gaps in the market. Plenary activity: - In small groups, students draw a mind map to show how a business can sustain sales by changing products, new promotions and so on.	
10	A2 Plan for a micro-enterprise activity - Methods of communication with the customer: - selection of methods, e.g. advertising, use of social media - cost effectiveness - design of promotional materials, i.e. appropriate content (accuracy, completeness and clarity of information/message) and appropriate appearance (e.g. use of colour, visual features, images, logos, text)	Introductory activity: Students reflect on all the modes of communication they have used and how they have been communicated with during the day. They each draw a mind map of all the types and methods of communication. Main session activities: - The teacher asks students to use their mind maps for a class discussion on the purposes of communication and the usefulness of different methods of communication. - Students discuss the extent to which cost is an important factor when choosing methods of communication for their micro-enterprise. - The teacher checks class understanding of promotional methods, including the importance of appropriate content and appearance. - Working individually, students select one example of promotional communication by an enterprise and evaluate it in terms of content and appearance. - In small groups, students exchange their examples and note down one idea for improving the communication of each enterprise. Plenary activity: Students each contribute one point to a mind map on what makes communication effective.	Logos from social media sites such as Twitter or Instagram are good examples of instant and informative communication identification – copies could be placed around the classroom or shown online. Examples of promotional communications from a range of sources and businesses will help students to understand the different types of communication.
11	A2 Plan for a micro-enterprise activity	Introductory activity: Students individually write down one thing that can make communication effective and one thing that can make it ineffective. Main session activities:	

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	• Methods of communication with the customer: • selection of methods, e.g. advertising, use of social media • cost effectiveness • design of promotional materials, i.e. appropriate content (accuracy, completeness and clarity of information/message) and appropriate appearance (e.g. use of colour, visual features, images, logos, text)	• Teacher-led session to recap lesson 10. • Students draw a mind map of types of communication they could use for their own micro-enterprise and annotate each idea based upon method, cost effectiveness, content and appearance. • Students produce a rough draft for one piece of promotional communication for their micro-enterprise. • Students work in pairs to discuss their draft and identify its strengths and weaknesses. Plenary activity: Students individually write down and share on the board a hashtag (#) they could use on social media to represent their micro-enterprise.	
12	A2 Plan for a micro-enterprise activity • Resources required: • physical resources, including location, materials, equipment, fixtures and fittings, information technology, stock • financial resources, including sources of finance, start-up costs, running costs, production costs/cost of sales • human resources, e.g. skills and roles, possible training and development needs	Introductory activity: Students list all the resources being used during this lesson. These should be categorised as those supplied by students, teacher and school/college. Main session activities: • Students watch a video clip of products being made or visit a local enterprise that provides products or services. They list all the resources used to produce the products or services. • Teacher-led discussion on how resources can be categorised, encouraging students to establish the differences between 'physical', 'financial' and 'human' resources. • As a class, students agree on one enterprise that everyone is familiar with. The class divides into three groups, with each group concentrating on one type of resource (physical, financial or human) and working together to produce a mind map showing what is required to provide that resource. The groups then share their mind maps to build up a larger picture of all the resources required for the enterprise. • Individually or in pairs, students draw or produce a model of their micro-enterprise, showing all the resources required. Plenary activity: The class assess the micro-enterprise resources in order to identify which resources are essential, important and desirable.	Video clip of something being manufactured – e.g. the Adidas video of the production of the official match ball for the 2010 World Cup (www.youtube.com/watch?v=hP5XLRVy7oU). Model materials such as building blocks, modelling clay, cardboard etc. will be helpful for students who would prefer to make a model rather than draw.

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13	A2 Plan for a micro-enterprise activity • Risk assessment, and contingency plans, e.g.: • lack of skills • competitors and their actions • unexpected costs of production • sourcing resources e.g. financial resources, suppliers of materials/stock • quality control issues • lack of customer interest	Introductory activity: As a class, students discuss what 'risk' means. They contribute ideas about risks that haven't paid off – for example, a well-known business that has had to close for financial reasons. Main session activities: • Teacher-led discussion that focuses on the risks facing an enterprise. Working individually, students produce summary notes on the discussion, adding any other risks they can think of. • In teams, students note down all the risks facing their own micro-enterprises. They should consider a range of factors, including costs of production, lack of business skills, lack of customer interest and so on. • Students annotate their lists to identify how severe the risks are – low, medium or high. The teacher asks them to think about whether these risks are the same for every business. They could also consider the likelihood of each risk. • Students are invited to think about contingency planning by broadly identifying ways to mitigate these risks. Plenary activity: Students each identify one thing that can be done to reduce the risks to their micro-enterprise. They pool their ideas in their teams and individually include them in a contingency plan for their micro-enterprise idea.	A selection of news items or information about high-profile risk takers might be useful.
14	Preparing for assessment	Introductory activity: Students are challenged to write down as many words as they can relating to market research e.g. primary, questionnaire. Main session activity: • Teacher-led discussion to recap on the content on market research covered in Component 1 Learning aim B. • Students prepare a research plan to help them make key decisions about their micro-enterprise idea e.g. selling price, promotional methods etc. • Students explain their proposed research methods and how information will be collected from their identified target market. Plenary activity: Students identify one piece of research that they can collect before the next lesson and make a note of this to remind them.	Specification for Component 1 Learning aim B.

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15	Preparing for assessment	Student to spend lesson time and non-supervised time designing, completing and collating market research to inform their business idea before starting the assessment for Learning aim A.	
16	Assessment	Introductory activity: The teacher explains how the assessment works, including the need for students to demonstrate that they know how to select, plan and pitch a summary of a business plan for a micro-enterprise. The evidence they produce should focus on a specific idea for a micro-enterprise. Main activity: Students spend lesson time and non-supervised time completing assignment. This may be a centre-devised assignment or the Pearson Authorised Assignment Brief. Plenary activity: Teacher-led check on understanding of key terminology.	Assignment details. Research materials. Students could have access to a copy of the specification.
17 and 18	Assessment	Students spend lesson time and non-supervised time completing assignment. This may be a centre-devised assignment or the Pearson Authorised Assignment Brief.	Assignment details. Research materials.
Learning aim B: Pitch a micro-enterprise activity			
19	• B1 Pitching a micro-enterprise activity • Pitching: presenting key elements of a business plan logically •	Introductory activity: Student volunteers are given one minute to describe an enterprise on which they have been briefed, without using its name. The rest of the class have to guess the business they are talking about. Main session activities: • Students watch clips from a recent episode of <i>Dragons' Den</i> then take part in a class discussion about what makes a good pitch. • The class discusses the features identified as part of a good pitch (including length) and, with guidance from the teacher, outline what should be included in a pitch. Students make notes on what they will include in their own pitch. • Students work individually to prepare an observation sheet that can be used to assess the class's pitches for their micro-enterprises, including: ○ what is done well ○ coherence of the presenter's stated aims ○ areas for improvement.	Cue cards with information about local and national enterprises – some small, some large – would be useful to hand to the volunteer students before the game begins so that they have one or two minutes to think about their business before they are called on to talk about it. Clips from the BBC TV programme <i>Dragons' Den</i> (www.bbc.co.uk/programmes/b006vq92) highlighting potential entrepreneurs' pitches could be used here. It would be beneficial to include examples of 'poor' pitches as well as 'good' ones.

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		Plenary activity: As a bit of fun, students finish this lesson with a short, quirky 'sign off' that is fitting to their micro-enterprise idea.	
20	• B1 Pitching a micro-enterprise activity • Pitching: presenting key elements of a business plan logically •	Introductory activity: Students add to a thought shower on the board about what should be included in a pitch for a micro-enterprise. Main session activities: • Teacher-led input on the content of a business plan. • Students organise information into a draft business plan, ensuring there is sufficient information to start preparing a pitch. Plenary activity: Students work in pairs to come up with a definition of 'logically' in the context of presenting key elements of a business plan logically. The class agrees this definition and sets this as a criteria for giving feedback on the pitches for Learning aim C.	Students can visit the UK Government website to review templates and sample business plans (www.gov.uk/write-business-plan).
21	B2 Presenting a business pitch Presentation skills: • professional behaviour and conduct of presenter • positive attitude • well-rehearsed and prepared	Introductory activity: Students think about the last time they gave a presentation at school. What subject was it? What went well? What could have been improved? Main session activity: • Teacher invites four students to come to front of the class, two to show what they think is meant by 'professional behaviour and conduct' in their body language when giving a presentation, and two to demonstrate the opposite. • Teacher-led discussion of what is meant by 'professional behaviour and conduct of presenter'. Students work in small teams to prepare a list of dos and don'ts. • Teacher-led discussion of what is meant by 'positive attitude'. Students work in small teams to add to their list of dos and don'ts • Students reflect on their responses to the introductory activity. To what extent was their performance affected by how well prepared they were? • Teacher-led discussion on the importance of being well rehearsed and prepared. Plenary activity: Students state who is their favourite TV presenter and why.	
22	B2 Presenting a business pitch Presentation skills:	Introductory activity: Students consider the lessons learned from last lesson and stand facing the person next to them, introducing themselves and their idea in just two sentences. They then give each other feedback.	

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	considerate of the needs and interest of the audience	Main session activities: - Teacher asks students about their needs and interests as an audience during a given lesson, assembly, presentation evening etc. - Teacher-led input on how to consider the needs and interests of the audience. - Students draw a mind map to show what are likely to be the needs and interest of their audience when they pitch their micro-enterprise idea. - Students design a checklist to cover whether they are meeting the needs and interests of their audience e.g. providing clear financial data. Plenary activity: Students consider how the presenter they identified at the end of lesson 22 considers the needs and interests of the audience.	
23	B2 Presenting a business pitch Presentation skills: use of visual aids, e.g. computer projection/slideshow with speaker notes, handouts for audience, clarity and legibility of text, impact of graphics and images	Introductory activity: Students produce a thought shower of the visual aids that can be used when giving a presentation. Main session activities: - Teacher-led input on the use of visual aids to help presenters and the audience. - Students work in pairs to consider props that help the presenter e.g. cue cards, sticky notes, highlighters, written notes etc. Students complete a table stating the advantages and disadvantages of each, how they would or would not help during their pitch, whether they will use them and, if so, how. - Students repeat activity but this time consider aids for the audience e.g. visual aids, handouts etc. Plenary activity: Students contribute to a list of dos and don'ts when using visual aids.	A series of props e.g. cue cards, paper and pens, PowerPoint presentation, pointers, handout with notes pages, etc.
24	- Communication skills: - body language, gestures and eye contact - language and tone, pace, volume and projection - use of business terminology	Introductory activity: Students look at images of body language on the board and identify what they think is being communicated in each instance. Main session activities: - Class discussion on the significance of body language, gestures and eye contact. - In pairs, students are given a short piece of text to present to their partner, who provides feedback on body language, gestures and eye contact. Then students swap roles.	Images of body language. Type 'body language signs' into a search engine and select images appropriate to the class. A short piece of text, e.g. product information from packaging, a newspaper cutting, extract from a

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	listening, handling questions and formulating appropriate responses	- Teacher-led input on language and tone, pace, volume and projection, plus the importance of using business terminology. - In pairs, with a different partner, students present the same piece of text, this time focusing, and gaining feedback, on language and tone, pace, volume and projection. - Teacher-led input on listening, handling questions and formulating appropriate responses. Plenary activity: Students are each given a number between 1 and 4. Teacher reads out four questions and students have 30 seconds to prepare a response relating to their question number. For example, Question 1: Tone, pace, volume and projection. Which one of these is your strength and why?' At least one student with each number is asked to respond to their question in front of class. Others respond in teams e.g. all question 1s together.	poem, assembly announcement etc. Four prepared questions for the plenary activity.
25	B1 Pitching a micro-enterprise activity Pitching: presenting key elements of a business plan logically B2 Presenting a business pitch - Presentation skills - Communication skills	Introductory activity: Teacher writes three questions on board for students to answer: - What is the key content of a business plan? - What are good presentation skills? - What are good communication skills? Main session activities: - Teacher-led input on how students will be assessed for Learning aims B and C. - Teacher-led input on the importance of collecting feedback from others. - Students work in teams to prepare forms for collecting feedback. Plenary activity: Students consider how the feedback forms they have designed can also be used as checklists when preparing their individual pitches.	Access to computers to help students prepare and share feedback forms.
26, 27, 28	Learning aim B: Pitch a micro-enterprise activity	Students spend lesson time and non-supervised time completing their preparation for the pitch. This may be a centre-devised assignment or the Pearson Authorised Assignment Brief.	Copy of assessment criteria for Learning aim B. Access to presentation aids e.g. cue cards, research and notes from Learning aim A.

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			Computers to produce presentations and supporting materials.
29	Learning aim B: Pitch a micro-enterprise activity	Students work in small teams to: - rehearse their individual presentations - provide feedback to others - collect feedback on their own presentations. Students annotate feedback to show what went well and how they will amend their presentation to make improvements.	You may wish to video the practice presentations to allow students to view their own performance. Copies of feedback forms for each student.
30	Learning aim B: Pitch a micro-enterprise activity	Students work individually to make the final improvements to their pitches.	Students should keep copies of their original materials and updated materials to show where changes have been made.
31	Learning aim B: Pitch a micro-enterprise activity	Students present their individual evidence for Learning aim B. This may need to be scheduled outside of normal contact time, depending upon length of presentations and size of class.	Assessment criteria and copies of the specification. Audience, projectors, presentation aids, camera, records of activity, feedback forms
Learning aim C: Review own pitch for a micro-enterprise activity			
32	C1 Using feedback and review to identify possible changes to the pitch Receive feedback from audience on: - the business content of the pitch - the presentation and communication skills demonstrated	Introductory activity: Teacher has a series of quotes/positive comments available to reflect overall group performance with their pitches. Main session activities: - Prior to collecting feedback, students individually summarise how they feel their performance went. - Students collect feedback forms and records of activity relating to their own performance. They colour code each comment to indicate whether it relates to content (blue), presentation skills (green) or communication skills (red).	Collection of quotes and statements on students' performances Evidence submitted for Learning aim B – for example, plans. All feedback forms etc collected during pitches Coloured pens or highlighters

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		Students identify any gaps in the feedback collected and seek to get peers and other members of the audience to give specific feedback on that aspect e.g. tone, use of props etc. Plenary activity: Students individually rank their content, presentation skills and communication skills.	
33 and 34	C1 Using feedback and review to identify possible changes to the pitch Reviewing plan and personal performance, reflecting on feedback gathered from others: - what went well, e.g. clear synopsis of plan, demonstration of skills - what went less well or did not go to plan, e.g. not clearly explaining plan, lack of presentation and communication skills	Introductory activity: Students identify the comment they are most pleased with from the feedback reviewed last lesson. Main session activities: - Teacher-led input on how students can best evidence their reviews, for example, tables to show what went well, cross-referenced to feedback forms or with quotes. - Students produce individual reviews of their performance based on the evidence collected as well as self-reflection. Plenary activity: Students collate all evidence in an organised manner, for example, review with appendices of evidence.	Tracking documents used throughout the implementing and operating of the enterprise activity. Observation and feedback sheets.
35	C1 Using feedback and review to identify possible changes to the pitch Recommending improvements: - to the contents of the plan - to own performance	Introductory activity: Teacher displays a quote about learning from mistakes on the board and asks students to discuss what it means. Main session activity: - Teacher-led input on the need to recommend improvements to the contents of the plan and to own performance based on evidence presented so far. - Students individually review their notes on what went less well and annotate how these areas could be improved. - Students individually prepare a summary of their recommendations for improvement. Plenary activity: Students state one thing that they have learned that they will try to do differently next time they make a pitch.	Display a quote about learning from mistakes. Type 'learning from mistakes quote' into a search engine and select an image suitable for the class.

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36	C1 Using feedback and review to identify possible changes to the pitch	Students present and collate all evidence into a format suitable for assessment. This should include cross-referencing to assessment criteria.	Assessment criteria and copies of the specification. Research materials.
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Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this qualification. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Websites

<https://corporatecoachgroup.com/courses/leadership-and-management-training> *Corporate Coach Group* – review of leadership training.

www.hse.gov.uk *HSE* – information about Health and Safety at Work etc. 1974 and other acts.

www.minddecider.com/Articles.Problem_solving.htm *MindDecider* – tips on problem solving.

www.mindtools.com/pages/article/newLDR_50.htm *Mind Tools* – free online leadership skills tests.

www.skillsyouneed.com/ips/improving-communication.html *Skills You Need* – relevant articles and web links giving tips on communication skills.

Videos

www.bbc.co.uk/programmes/b006vq92 – video clips from the BBC programme *Dragons' Den* to prompt discussion on where ideas come from. Further clips from this source can highlight potential entrepreneurs' pitches.

www.youtube.com/watch?v=hP5XLRVy7oU – a video clip of the production of the official match ball for the 2010 World Cup tournament from Adidas, to demonstrate the stages of production.

www.youtube.com/watch?v=k61nbvtlvGc – a student video of personal tips for other students for planning and organising, from Life Hacks.