

Scheme of Work 2020 - 2021

Subject: Enterprise

Year Group: 10 and 11

Specification: BTEC Tech Award in Enterprise Component 2

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
1	A1 Generating ideas for a micro- enterprise activity	<p>Ideas could involve:</p> <ul style="list-style-type: none"> • innovation of products/s ervices • provision of products/s ervices in new contexts • provision of products/s ervices to new markets 	<p>Introductory activity: Teacher-led thought shower/discussion on the following questions:</p> <ul style="list-style-type: none"> • Where do entrepreneurs get their ideas from? • Is having a great idea enough? • Why might someone have an idea but not act upon it? <p>Main session activities:</p> <ul style="list-style-type: none"> • Teacher-led discussion on types of ideas: <ul style="list-style-type: none"> ○ 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 	In class assessment activities based on topic	Coursework completion	So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9

			<p>assessed work must be produced individually.</p> <p>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.</p>			
2	A1 Generating ideas for a micro- enterprise activity	<p>Factors to be considered when selecting final idea:</p> <ul style="list-style-type: none"> • resources available • financial forecasts • costing and pricing • methods of communication and promotion • potential customers 	<p>Introductory activity: Students consider a range of micro-enterprise ideas, such as starting a computer repair business, opening a clothes shop or making products. In small groups, they discuss the issues an entrepreneur must consider when selecting an idea.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • 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. <p>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</p>	Fortnightly assessment cycle, formative assessment	Coursework completion	So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9

			be nominated to add ideas to a thought shower on the board as a record of these ideas.			
3	A1 Generating ideas for a micro- enterprise activity	<ul style="list-style-type: none"> • Factors to be considered when selecting final idea: • resources available • financial forecasts • costing and pricing • methods of communication and promotion • potential customers 	<p>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.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • 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. <p>Plenary activity: Students discuss the meaning of the word 'constraints' and reflect on how resource constraints might affect their choice of micro-enterprise activity.</p>	In class assessment activities based on topic	Coursework completion	So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9
4	A1 Generating ideas for a micro- enterprise activity	<p>Factors to be considered when selecting final idea:</p> <ul style="list-style-type: none"> • resources available • financial forecasts • costing and pricing • methods of communication and promotion 	<p>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.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • 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 	Fortnightly assessment cycle, formative assessment	Coursework completion	So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9

		<ul style="list-style-type: none"> potential customers 	<p>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.</p> <p>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.</p>			
5	A1 Generating ideas for a micro- enterprise activity	<p>A skills audit by students, to consider:</p> <ul style="list-style-type: none"> leadership, personal and communication skills required technical and practical skills required 	<p>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.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> 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. 	Fortnightly assessment cycle, formative assessment	Coursework completion	So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9

			<p>Plenary activity: Teacher leads a class discussion to agree on the top 5–10 skills that would contribute to the success of an enterprise.</p>			
6	A1 Generating ideas for a micro- enterprise activity	<ul style="list-style-type: none"> Recap lesson for students to consolidate their understanding of the content covered in A1 and to prepare for their assessment 	<p>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 that point. For example, if student 1 writes 'innovation of products' and nominates student 2, student 2 explains what this means.</p> <p>Main session activity:</p> <ul style="list-style-type: none"> 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. <p>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.</p>	In class assessment activities based on topic	Coursework completion	So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9

7	A2 Plan for a micro-enterprise activity	<p>Aims of the micro-enterprise:</p> <ul style="list-style-type: none"> • 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 • 	<p>Introductory activity: Each student writes a tweet of around 120 characters to explain or summarise their idea for their micro-enterprise.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	Fortnightly assessment cycle, formative assessment	Coursework completion	So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9
8	A2 Plan for a micro-enterprise activity	<p>Products or service to be sold, including:</p> <ul style="list-style-type: none"> • features, benefits and unique selling points • selling price • cost 	<p>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.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • Teacher-led discussion to check student understanding of 'products', 'goods' and 	In class assessment activities based on topic	Coursework completion	So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9

		<ul style="list-style-type: none"> competitors 	<p>'services', asking students: How big is the range of products and services offered by businesses?</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> USPs cost of raw materials competitors how they will set prices. <p>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.</p>			
9	A2 Plan for a micro-enterprise activity	<p>Identifying the target market:</p> <ul style="list-style-type: none"> market segment appeal to target market how product or service will reach market, e.g. selling 	<p>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.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> 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. 	Fortnightly assessment cycle, formative assessment	Coursework completion	So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9

		<p>direct, online or both</p> <ul style="list-style-type: none"> ● establishing and sustaining sales to the target customers ● 	<ul style="list-style-type: none"> ● 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. <p>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.</p>			
10	A2 Plan for a micro-enterprise activity	<p>Methods of communication with the customer:</p> <ul style="list-style-type: none"> ● selection of methods, e.g. advertising, use of social media ● cost effectiveness ● design of promotional materials, i.e. appropriate 	<p>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.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> ● 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 	In class assessment activities based on topic	Coursework completion	So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9

		<p>content (accuracy, completeness and clarity of information/message) and appropriate appearance (e.g. use of colour, visual features, images, logos, text)</p>	<p>importance of appropriate content and appearance.</p> <ul style="list-style-type: none"> 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. <p>Plenary activity: Students each contribute one point to a mind map on what makes communication effective.</p>			
11	A2 Plan for a micro-enterprise activity	<p>Methods of communication with the customer:</p> <ul style="list-style-type: none"> 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 	<p>Introductory activity: Students individually write down one thing that can make communication effective and one thing that can make it ineffective.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> 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. <p>Plenary activity: Students individually write down and share on the board a hashtag (#)</p>	Fortnightly assessment cycle, formative assessment	Coursework completion	So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9

		information/ message) and appropriate appearance (e.g. use of colour, visual features, images, logos, text)	they could use on social media to represent their micro-enterprise.			
12	A2 Plan for a micro- enterprise activity	Resources required: <ul style="list-style-type: none"> • 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 	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: <ul style="list-style-type: none"> • 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. 	In class assessment activities based on topic	Coursework completion	So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9

		and roles, possible training and development needs	<ul style="list-style-type: none"> Individually or in pairs, students draw or produce a model of their micro-enterprise, showing all the resources required. <p>Plenary activity: The class assess the micro-enterprise resources in order to identify which resources are essential, important and desirable.</p>			
13	A2 Plan for a micro-enterprise activity	<ul style="list-style-type: none"> 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 	<p>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.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> 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. <p>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</p>	Fortnightly assessment cycle, formative assessment	Coursework completion	So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9

			in a contingency plan for their micro-enterprise idea.			
14	B1 Pitching a micro-enterprise activity	<ul style="list-style-type: none"> ● Pitching: presenting key elements of a business plan logically ● 	<p>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.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ what is done well ○ coherence of the presenter's stated aims ○ areas for improvement. <p>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.</p>	Summative assessment Learning aim A	Coursework completion	So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9

15	B1 Pitching a micro-enterprise activity	<ul style="list-style-type: none"> • Pitching: presenting key elements of a business plan logically 	<p>Introductory activity: Students add to a thought shower on the board about what should be included in a pitch for a micro-enterprise.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	Fortnightly assessment cycle, formative assessment	Coursework completion	So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9
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16	B2 Presenting a business pitch	<p>Presentation skills:</p> <ul style="list-style-type: none"> • professional behaviour and conduct of presenter • positive attitude • well-rehearsed and prepared 	<p>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?</p> <p>Main session activity:</p> <ul style="list-style-type: none"> • 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. <p>Plenary activity: Students state who is their favourite TV presenter and why.</p>	In class assessment activities based on topic	Coursework completion	So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9
17	B2 Presenting a business pitch	<p>Presentation skills:</p> <p>considerate of the needs and interest of the audience</p>	<p>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.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • Teacher asks students about their needs and interests as an audience during a 	Fortnightly assessment cycle, formative assessment	Coursework completion	So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9

			<p>given lesson, assembly, presentation evening etc.</p> <ul style="list-style-type: none"> • 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. <p>Plenary activity: Students consider how the presenter they identified at the end of lesson 22 considers the needs and interests of the audience.</p>			
18	B2 Presenting a business pitch	<p>Presentation skills:</p> <ul style="list-style-type: none"> • use of visual aids, e.g. computer projection/slide show with speaker notes, handouts for audience, clarity and legibility of text, impact of graphics and images 	<p>Introductory activity: Students produce a thought shower of the visual aids that can be used when giving a presentation.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • 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. <p>Plenary activity: Students contribute to a list of dos and don'ts when using visual aids.</p>	In class assessment activities based on topic	Coursework completion	So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9

19	Communication skills:	<ul style="list-style-type: none"> • body language, gestures and eye contact • language and tone, pace, volume and projection • use of business terminology • listening, handling questions and formulating appropriate responses 	<p>Introductory activity: Students look at images of body language on the board and identify what they think is being communicated in each instance.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • 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. • 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. <p>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?’</p> <p>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.</p>	Fortnightly assessment cycle, formative assessment		
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20	B1 Pitching a micro-enterprise activity	Pitching: presenting key elements of a business plan logically B2 Presenting a business pitch <ul style="list-style-type: none"> • Presentation skills • Communication skills 	Introductory activity: Teacher writes three questions on board for students to answer: <ul style="list-style-type: none"> • What is the key content of a business plan? • What are good presentation skills? • What are good communication skills? Main session activities: <ul style="list-style-type: none"> • 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.	In class assessment activities based on topic	Coursework completion	So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9
21	Learning aim B: Pitch a micro-enterprise activity	Preparing pitch for a micro-enterprise activity	Students spend lesson time and non-supervised time completing their preparation for the pitch. Students work in small teams to: <ul style="list-style-type: none"> • 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.	Fortnightly assessment cycle, formative assessment	Coursework completion	So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9
22	Learning aim B: Pitch a micro-enterprise activity	Pitch a micro-enterprise activity	Students present their individual evidence for Learning aim B.	In class assessment activities based on topic	Coursework completion	So4, so6, C2, C3, C5, Sp2,

			This may need to be scheduled outside of normal contact time, depending upon length of presentations and size of class.			Sp5, Sp6, Sp9
23	C1 Using feedback and review to identify possible changes to the pitch	<p>Receive feedback from audience on:</p> <ul style="list-style-type: none"> the business content of the pitch the presentation and communication skills demonstrated 	<p>Introductory activity: Teacher has a series of quotes/positive comments available to reflect overall group performance with their pitches.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> 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). 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. <p>Plenary activity: Students individually rank their content, presentation skills and communication skills.</p>	Summative assessment Learning aim B	Coursework completion	So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9
24	C1 Using feedback	Review to identify possible changes to the	<p>Introductory activity: Students identify the comment they are most pleased with from the feedback reviewed last lesson.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> 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 	In class assessment activities based on topic	Coursework completion	So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9

			evidence collected as well as self-reflection. Plenary activity: Students collate all evidence in an organised manner, for example, review with appendices of evidence.			
25	C1 Using feedback and review to identify possible changes to the pitch	<p>Recommending improvements:</p> <ul style="list-style-type: none"> to the contents of the plan to own performance 	<p>Introductory activity: Teacher displays a quote about learning from mistakes on the board and asks students to discuss what it means.</p> <p>Main session activity:</p> <ul style="list-style-type: none"> 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. <p>Plenary activity: Students state one thing that they have learned that they will try to do differently next time they make a pitch.</p>	Fortnightly assessment cycle, formative assessment	Coursework completion	So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9
26	C1 Using feedback	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.	Summative assessment Learning aim C	Coursework completion	So4, so6, C2, C3, C5, Sp2, Sp5, Sp6, Sp9