

# **BTEC Level 1 Introductory Unit: Local Businesses - 20-Week Scheme of Work & Personal Development Plan – 10 week scheme of work.**

Class: Level 1 Introductory BTEC 6th Form

School: Clare Mount Specialist Sports College, Wirral

Core Aim: To explore what a business is, identify different types of local businesses in Wirral, and understand how they operate and serve the community.

Key Pedagogical Principles for this SEN Setting:

- Visual Support: Extensive use of pictures, symbols (e.g., Widgeit), and real-life objects.
- Practical & Experiential Learning: Hands-on activities, visits, and role-play.
- Repetition & Consolidation: Key concepts revisited weekly in different formats.
- Structured Routines: Clear beginnings and endings to lessons, use of visual timetables.
- Differentiated Outcomes: A range of success criteria (e.g., "I can identify" vs. "I can describe" vs. "I can create").
- Communication Support: Use of AAC devices, pre-teaching of vocabulary, simplified language.

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Term 1: What is a Business? Exploring Our Local Area

Week 1: Introduction to 'Business'

- Topic: What is a business? What does it mean to 'sell' something?
- Activity: Sorting activity: "Business" vs. "Not a Business" using pictures (e.g., a shop, a hospital, a factory, a house). Create a mind map of what businesses do. Introduce key symbols for 'buy', 'sell', 'money', 'product', 'service'.
- Outcome: Learners can match a symbol for 'business' to a picture of a shop or service.

Week 2: Goods and Services

- Topic: The difference between a product you can touch (good) and an action done for you (service).
- Activity: "Goods or Services?" sorting game. Physical box for "Goods" (fill with empty product boxes) and a "Services" hoop (act out services like cutting hair, washing a car).
- Outcome: Learners can sort pictures/objects into 'goods' and 'services'.

Week 3: Local Business Walk

- Topic: Identifying businesses in our immediate local area (around the school).
- Activity: A planned walk to identify and photograph local businesses. Use a checklist with symbols. Back in class, create a "Our Local Street" display with the photos.
- Outcome: Learners can point to or name a business they saw on the walk.

Week 4: A Business We Know: The Supermarket

- Topic: Exploring a familiar, large business.
- Activity: Role-play a supermarket in class. Set up tills, shopping baskets, and empty food packaging. Practice the roles of customer and cashier.
- Outcome: Learners can participate in a supermarket role-play, using keywords.

#### Week 5: A Business We Know: The Café

- Topic: Exploring a service-based business.
- Activity: Transform the classroom into a café. Practice reading a simple, symbol-based menu, taking orders, and serving (using plastic food and cups).
- Outcome: Learners can place a simple order or serve a customer in the role-play.

#### Week 6: Business People - Who Works Here?

- Topic: Jobs and roles within a business.
- Activity: Matching job roles to businesses (e.g., Chef -> Café, Cashier -> Supermarket, Mechanic -> Garage). Dress-up or props for different jobs.
- Outcome: Learners can match a job role to a picture of a relevant business.

#### Week 7: Business Buildings and Logos

- Topic: Recognising businesses by their building, sign, or logo.
- Activity: Logo matching game (match big logo to small logo). "Guess the Business" from pictures of local shop fronts (e.g., The Hive, a local pub, a Wirral library).
- Outcome: Learners can identify 3-5 common local business logos.

#### Week 8: Choosing a Business to Study

- Topic: Deciding on a local business for an in-depth project.
- Activity: Look at photos/videos of 3-4 local, accessible businesses (e.g., The Hive, Claremount Farm, a local garden centre, a chip shop). Vote as a class on which one to study.
- Outcome: The class has chosen one local business to focus on for the next few weeks.

#### Week 9: Our Chosen Business: Introduction

- Topic: Building knowledge about the chosen business.
- Activity: Create a "Fact File" for the business. What is its name? What does it sell? When is it open? Use the business's website or a pre-made social story.
- Outcome: Learners can state the name of the business and what it sells.

#### Week 10: Mid-Term Review and Art Project

- Topic: Consolidating learning from Term 1.
- Activity: Create a collaborative piece of art: a "Wirral High Street" mural, featuring all the businesses they have learned about.
- Outcome: Learners can contribute to the mural by adding a business they remember.

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#### Term 2: How Do Businesses Work?

## Week 11: What Do Customers Do?

- Topic: The role of a customer - choosing, paying, receiving goods/services.
- Activity: Revisit café/shop role-play with a focus on the customer's steps. Use a visual sequence strip: 1. Choose item, 2. Take to counter, 3. Pay money, 4. Say thank you.
- Outcome: Learners can follow a visual sequence to complete a simple purchase in role-play.

## Week 12: Money in Business

- Topic: Using money to pay for things.
- Activity: Practical money skills. Sorting coins, matching coins to prices on flashcards (e.g., a picture of an apple with £1). Use large, real or plastic coins.
- Outcome: Learners can match a coin to a simple price.

## Week 13: Visiting Our Chosen Business

- Topic: A real-life experience of the business.
- Activity: A pre-arranged visit to the chosen local business. Prepare with a social story. During the visit, complete a simple scavenger hunt (e.g., "Find the door," "Find where you pay," "See one thing they sell").
- Outcome: Learners can participate in the visit and complete one step of the scavenger hunt.

## Week 14: Post-Visit: What We Saw

- Topic: Recalling and recording the business visit.
- Activity: Create a photo diary of the visit. Sequence the photos and add simple captions. "We went to...", "We saw...", "We bought...".
- Outcome: Learners can select a photo from the visit and say one thing about it.

## Week 15: Business Needs Customers

- Topic: Why customers are important to a business.
- Activity: Create a poster/advert for the chosen local business to "get more customers." Use pictures, symbols, and bright colours.
- Outcome: Learners can contribute a picture or symbol to the class poster.

## Week 16: How Do Businesses Advertise?

- Topic: Simple advertising methods (posters, logos, signs).
- Activity: Look at different local adverts (flyers, a local newspaper). Design a new, simple logo or sign for their chosen business or for the class café.
- Outcome: Learners can choose colours/shapes for a class-designed logo.

## Week 17: Our Class Business Project - Planning

- Topic: Applying learning by running a simple class enterprise.
- Activity: Decide on a product to make and sell (e.g., sensory bottles, decorated biscuits, friendship bracelets). Taste test/ product choice vote.

- Outcome: The class agrees on a product for their enterprise.

#### Week 18: Our Class Business Project - Making

- Topic: The production process.
- Activity: Set up a production line to make the chosen product. Each learner has a clear, simple role (e.g., pour, stick, stir, pack).
- Outcome: Learners can complete their assigned role in the production process.

#### Week 19: Our Class Business Project - Selling

- Topic: The sales process.
- Activity: Hold a "pop-up shop" to sell the products to another class or school staff. Practice using tills, taking money, and handing over the product.
- Outcome: Learners can participate in the sale, fulfilling one role (e.g., greeter, money taker, product giver).

#### Week 20: End of Unit Celebration and Review

- Topic: Showcasing and consolidating learning.
- Activity: Create a "Local Business" display with all their work: the mural, the business fact file, visit photos, and advertising posters. Hold a celebration and present certificates.
- Outcome: Learners can identify their own work in the display and receive recognition.

### **10-Week Scheme of Learning: Personal Progression Plan**

Target Group: BTEC Level 1 Introductory Business

Unit: Personal Progression Plan

Overall Aim: To equip learners with the self-awareness and practical skills to create a simple, actionable plan for their future, whether in further education, training, or work.

Core Skills Focus:

- Self-Awareness: Identifying strengths, interests, and achievements.
- Research: Exploring future options.
- Planning: Setting simple, achievable goals.
- Presentation: Creating a visual and written progression plan.
- Functional Skills: Communication, reading, writing, and ICT.

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Weekly Breakdown

Week 1: All About Me - My Strengths and Interests

- Learning Objective: To identify and record personal strengths, interests, and things I enjoy.

· Activities:

1. "My Strengths Tree" Collage: Draw a large tree. Leaves are strengths (e.g., "good listener," "good at drawing"), roots are interests (e.g., "gaming," "animals," "music").

2. Strengths Bingo: A bingo card with pictures and words for different skills (e.g., "helping others," "using a computer," "working in a team"). Learners circulate and find peers who can sign a square for them.

3. "I am good at..." Dice: A large cube. Learners roll it and complete the sentence based on a symbol on the top face.

· Differentiation: Provide pre-written words and symbols for collages. Use sentence starters: "One thing I am good at is..." / "I like..."

· Resources: Card, magazines, scissors, glue, pre-printed bingo cards, large dice.

## Week 2: Celebrating My Achievements

· Learning Objective: To recognise and celebrate personal achievements, big and small.

· Activities:

1. "My Achievement Jar": Decorate a jar. On small pieces of paper, learners draw or write achievements (e.g., "learned to make a cup of tea," "got a certificate," "helped a friend").

2. Achievement Timeline: A simple, large timeline template. Learners stick on photos, drawings, or symbols to represent key achievements in their life.

3. Class "Wall of Fame": A display where each learner contributes one achievement they are proud of.

· Differentiation: Use symbols for common achievements. Scribe for learners who need it.

· Resources: Jars, coloured paper, timeline template, display board.

## Week 3: What Jobs Are Out There?

· Learning Objective: To be introduced to a range of common jobs and careers.

· Activities:

1. Job Flashcards Matching: Match pictures of jobs (e.g., chef, mechanic, gardener, office worker) to the job title and a simple tool they use.

2. "A Day in the Life of..." Video & Discussion: Watch short, accessible videos showing different jobs. Pause and discuss: "What is this person doing?" "What do you think they need to be good at?"

3. Classroom Job Roles: Assign classroom jobs for the week (e.g., paper hander-outer, tech helper, tidy-up monitor) to build responsibility.

· Differentiation: Focus on concrete, familiar jobs. Use Widgit symbols or other visual aids.

· Resources: Job flashcards, pre-selected videos (e.g., from BBC Teach), classroom job chart.

## Week 4: Linking Me to Jobs

· Learning Objective: To match personal strengths and interests to potential job areas.

· Activities:

1. "If you like... you could be..." Card Sort: A sorting activity. Column 1: "You like animals." Column 2: Pictures of a vet, dog walker, zookeeper.

2. Strengths-to-Jobs Lotto: A lotto game where learners match a strength card (e.g., "I am creative") to a job card (e.g., "Graphic Designer," "Hairdresser").

3. Role-Play Corner: Set up different work scenarios based on learner interests (e.g., a cafe, a garage).

· Differentiation: Keep the number of options small. Use plenty of visual prompts.

- Resources: Card sort activity, lotto game, role-play props.

### Week 5: What is a Goal?

- Learning Objective: To understand what a goal is and practice setting a simple, short-term goal.
- Activities:
  1. Goal Video & Discussion: Watch a video explaining goals in simple terms (e.g., aiming in football is a goal, saving for a bike is a goal).
  2. "My Week" Goal Sheet: Each learner sets one personal goal for the week (e.g., "I will put my hand up in class," "I will try a new food"). Use a template with "My goal is:", "How I will do it:", and "Did I do it? (Yes/No)".
  3. Board Game: A simple snake and ladders-style game where landing on a square means answering a question like "What is a goal you have achieved?"
- Differentiation: Model goal-setting with clear, concrete examples. Provide a choice of 3-4 pre-written goals to select from.
- Resources: Video, "My Week" goal sheet, board game.

### Week 6: My Long-Term Goal

- Learning Objective: To identify one long-term goal for after the course.
- Activities:
  1. "My Future" Vision Board: Using magazines, printed images, and drawings, learners create a collage of what they want their future to look like (e.g., a job, living somewhere, having friends, a hobby).
  2. 3-2-1 Bridge Activity: 3 things I want to do, 2 places I want to go, 1 job I would like to try.
  3. Structured Interview: Learners work in pairs using a script to interview each other about their future hopes.
- Differentiation: Offer a wide range of images to choose from. The focus is on aspiration, not perfection.
- Resources: Large paper, magazines, glue, scissors, interview script templates.

### Week 7: Steps to Success

- Learning Objective: To break a long-term goal down into smaller, manageable steps.
- Activities:
  1. "Goal Ladder" or "Stepping Stones": On a template, the top of the ladder/far bank is the long-term goal. Learners work backwards to fill in the steps (e.g., Step 1: Finish this course. Step 2: Do a work experience. Step 3: Apply for college).
  2. Puzzle Piece Plan: Each step is a puzzle piece. When put together, the puzzle shows the final goal.
  3. Teacher Modelling: The teacher explicitly models breaking down a goal (e.g., "My goal is to make a cake. Step 1: Buy ingredients. Step 2: Mix them...").
- Differentiation: Provide a partially completed ladder with some steps already filled in. Use symbols for each step.
- Resources: Goal ladder/stepping stones template, puzzle piece templates.

### Week 8: Who Can Help Me? (Support Networks)

- Learning Objective: To identify people and places that can help achieve their progression plan.

· Activities:

1. "My Helpers" Web: In the centre of a spider diagram, learners write their name. On the legs, they write or stick pictures of people who can help (e.g., Mum/Dad, Teacher, Support Worker, Friend, Careers Advisor).
  2. Scenario Cards: "You need help writing a CV. Who do you ask?" Discuss and match the problem to the helper.
  3. Guest Speaker: Invite the school/college careers advisor or a familiar support worker to talk for 10 minutes about how they can help.
- Differentiation: Use photos of actual school staff and family members (with permission). Pre-define the categories of helpers.
- Resources: Spider diagram template, scenario cards.

## Week 9: Creating My Personal Progression Plan

· Learning Objective: To bring all the elements together to create a final progression plan.

· Activities:

1. "All About My Future" Booklet: A structured, multi-page booklet that learners complete. Pages include: My Strengths, My Interests, My Achievements, My Long-Term Goal, My Steps to Succeed, People Who Can Help Me.
2. \*\*This is a collation and consolidation task. Learners will use their work from previous weeks (strengths tree, goal ladder, helpers web) to fill in the booklet.
3. Teacher/TA Support: Intensive 1:1 or small group support to guide learners through completing the booklet.

· Differentiation: Offer a variety of formats for the booklet (e.g., entirely picture-based, Widgit symbol-supported, written). Scribe for learners.

· Resources: Pre-printed and bound booklets, pencils, pens, glue sticks, access to previous weeks' work.

## Week 10: Presenting My Plan and Celebration

· Learning Objective: To confidently share a key part of their progression plan with others and celebrate their achievement.

· Activities:

1. Presentation Practice: In pairs or small groups, learners practice saying one thing from their plan (e.g., "My name is X. My goal is to be a Y.").
2. "Progression Plan Showcase": A small, informal event. Learners display their booklets and vision boards. They invite another class or staff members. They can choose to either point to their work, say one sentence, or have their booklet read by a teacher.
3. Certificates and Celebration: Award certificates for "Completion of Personal Progression Plan". Have a small class party to celebrate the hard work.

· Differentiation: No learner is forced to speak. They can participate by being present with their work. Prepare scripted cards for those who want them.

· Resources: Certificates, refreshments, display area.

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## Assessment for Learning:

· Formative: Ongoing observation of participation in activities. Review of weekly outputs (e.g., Strengths Tree, Goal Ladder).

· Summative: The completed "All About My Future" Booklet from Week 9 serves as the

primary evidence for unit assessment. The presentation in Week 10 provides evidence for communication skills.