

Starting the School Year with Kognity

Topic: 1 Understanding business activity

Lesson: Ready for Action Lesson Plan

Subject: IGCSE Business Studies



What can I use this lesson plan for?

This is a great lesson plan for introducing students to both the Business Studies curriculum and Kognity's digital textbook features in the beginning of the school year. The activities in this lesson work well with remote or in person learning. As the year progresses, you can use these activities with different topics in the Business Studies digital textbooks.

Lesson Objectives:

Students will be able to apply Kognity's digital textbook features to classroom learning in IGCSE Business Studies.

Time Allotment:

Recommended time is *one hour*, however the revision activity provides opportunities for extensions.

Materials:

[1.1.0](#) (the big picture), [1.1.1a](#) (the purpose and nature of business activity), [1.1.1b](#) (factors of production and adding value)

Activities with Kognity

Hook

1. Start the lesson by asking students this question (it can be projected/written on the board or on a powerpoint):

If you wanted to open a business somewhere around the world, where would you choose and why?



2. Open the interactive graph in section [1.1.0](#), *New business density*. Let students study the graph and try to analyse it.
3. Ask students to share their answers to the question above with the class.

Introduction Activity

With the overview tab projected on the board (in person) or through screen share (remote), give a brief introduction of Kognity and the useful features for students, **by explaining that:**

- The content in each section of the book incorporates features such as **videos**, **external links**, **case studies**, and **activities** to enhance students' learning.
- Each subtopic has a series of **section questions** that allow students to check their knowledge and understanding in small increments.

- The **practice centre** has exam style questions, strength tests and battles for all topics that allow students to check their knowledge and understanding of each topic. As they engage with the **strength test and battles**, their **strength bar** (on the overview page) will increase, allowing them to keep track of their strong content areas and areas they need to work on.
- Teachers can assign [readings](#), and [questions](#) and can keep track of student progress.

Group Activity

1. Divide the class in three groups. Let them look at the interactive graph in section [1.1.0](#), *New business density*. Each group will answer questions in their [Kognity notebooks](#) based on one of the following information tools

Group 1 will work with the chart, Group 2 with the map and Group 3 with the table.

Group 1: Chart: Questions to answer:

- According to the graph, which are some of the countries with the highest 'New business density'?
- Add a country of your choice to compare to other countries or the one already displayed.
- How can you compare these countries according to the number of new business registration?
- Try to explain how this map can be used, to the rest of the class.

Group 2: Map: Questions to answer:

- Study the map of the world. What is represented on this map?
- Can you explain what is the meaning of changing the color of the graph from grey to dark red?
- Move the cursor over the map to check 3 countries you are interested in.
- Present the map with the information you have found to your classmates.

Group 3: Table: Questions to answer:

- Look at the table. What does it represent?
- Choose 3 countries and compare their data.
- What do you understand from 'absolute change'? How is the value for absolute change derived?
- How do you think the value for 'relative change' is derived?
- Compare the values of absolute and relative change for 3 countries of your choice.
- Try to find a way to explain the data presented on this table to the rest of the class.

Plenary discussion (after each group has completed their questions):

1. Which tool was the easiest to use?
2. Which tool was the easiest to understand?
3. What type of information is being presented using a graph, table and a chart?
4. Make a conclusion: How can businesses present data to stakeholders?

Independent Activity

1. Have students read sections [1.1.1a](#) and [1.1.1b](#), taking notes in their [Kognity notebooks](#).
2. Have students answer the section questions at the end of each reading.

Note: Explain that the independent activity was a taste of the reading assignments students will get throughout the year.

Revision Activity

At the end of subtopic [1.1](#), there are several possible activities you can do with your class.

- Respond to each checklist bullet point in their [Kognity notebooks](#) to test their knowledge and understanding.
- Have students go to the [practice centre](#) to take the 1.1 [Strength test](#) as a post assessment, or engage in a [strength battle](#) with a classmate (These questions encompass all of topic 1).
- Create a [question](#) or [reading assignment](#) on any topic or subtopic. Then, have students head over to the [Assignments tab](#) to identify how assignments are presented to them. Now they can complete their first graded homework/activity on Kognity!