LESSON 5

Business Models and What Makes Your Offer Stand Out

60 minutes (2 periods) **From Idea to Customer**

WHAT THIS LESSON DOES

Learn the nine-part Business Model Canvas, apply real survey findings to shape your value proposition, and identify what makes your mini-business the better choice against today's alternative.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Explain the nine sections of the Business Model Canvas and what each captures about a business.
- Use customer survey findings to inform the value proposition and customer segments of your mini-business.
- Identify a realistic alternative customers use today and articulate your competitive advantage.

BEFORE THE BELL

- Print or have on screen a blank Business Model Canvas template (the nine-box grid).
- Have the Supermac's worked example ready to display or project. The grid in step 3 is the canonical layout, point students at the SHAPE as well as the content.
- Ensure students have access to their completed Market Research page (5-question survey responses) and their earlier Customer Persona.

Business Models and What Makes Your Offer Stand Out

HOW THE LESSON RUNS

introduction	Getting Started
content	What You'll Learn
activity	A Worked Canvas: Supermac's
worksheet	Build Your Business Model Canvas
content	Think About It
summary	What's Next

TEACHING MOVES

- When discussing value proposition, push back hard on generic phrases like 'high quality' or 'good service'. The test is whether a sceptical customer would choose them over the alternative. Model this by asking 'Compared to what?'
- During the canvas activity, circulate and watch for the two common failure modes: value proposition that's true of everyone, and customer segments that are too broad ('young people'). Redirect on the spot.
- Use the Supermac's example slowly, the point is the BMC structure and how findings move from one box to another, not Supermac's specifically. If students haven't visited one, use a local chip shop or takeaway as the mental model.
- The Nine Boxes at a Glance table in step 2 is the safety net for the five boxes that aren't deep-taught (Channels, Customer Relationships, Key Resources, Key Activities, Key Partners). If students stall in step 4, send them back to that table first.
- The second reflection question ('Are you genuinely a better choice than doing nothing?') is the critical one. Students who can't answer yes should revisit their canvas before moving to the Budget Sheet.

WHAT TO WATCH FOR

- Value Proposition is vague or generic ('best quality', 'friendly service'). Solution: Push for specificity by asking 'What would a customer say to their friend about why they picked you over the alternative?'
- Customer Segment is too broad ('everyone', 'young people', 'busy families'). Solution: Insist on a real segment that shares both a problem AND a way you can reach them, use the TY hot chocolate stall example to show the difference.
- Key Resources and Key Activities get confused. Solution: Resources are what you HAVE (a flask, a recipe, starter cash); Activities are what you DO (prep on Friday night, post on Instagram, run the stall on Saturday).
- Revenue Streams and Cost Structure are confused or left blank. Solution: Remind them that revenue is how money flows in (sales), and costs are what it takes to run the business (ingredients, equipment, space).

DIFFERENTIATION

- Support: Provide a sentence starter for each of the nine boxes. Students who get stuck can use 'Our customer segment is...', 'We make money by...', etc. to scaffold their thinking.
- Support: Allow students without completed homework survey responses to use their earlier Customer Persona as a stand-in for real data, so they don't fall behind. The student-visible step 1 already invites this.
- Extension: Strong students should hit the 'Finished early?' stretch challenge in step 4, sketching a second value proposition for a different customer segment. This deepens their understanding of competitive advantage and previews the marketing lesson later in the unit.