



# PEAS Scheme of Work: Entrepreneurship

SENIOR ONE

**Peas**  
PROMOTING EQUALITY IN AFRICAN SCHOOLS

SCHEME OF WORK

**S1 students will be doing a project in Entrepreneurship during Term 1. Please indicate in this Scheme of Work which weeks this will take place.**

Subject: **ENTREPRENEURSHIP**

Class: **SENIOR ONE**

Term: **TERM ONE**

Teacher's Name:

Time allocation: **2 periods a week.**

When it comes to planning your lessons use the structure: starter, I do, we do, you do, plenary. The starter is a written task that reviews previous learning. Ensure your lessons provide regular and extended opportunities for independent practice.

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Y= yes, I taught the lesson

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WEEK SUBTOPICS	LEARNING OUTCOME	METHODOLOGY	TEACHING/ LEARNING RESOURCES	Y P R
<b>Theme:</b> Creating an entrepreneurial awareness <b>Competency:</b> The learner appreciates the importance of studying entrepreneurship education				
<b>1.1</b> <b>The entrepreneur</b>	To understand the purpose of entrepreneurship	<ul style="list-style-type: none"> <li>Explain the meaning of entrepreneurship education.</li> <li>Learners are tasked to read a case study or scenario about the importance of studying entrepreneurship education and identify reasons for entrepreneurship in secondary school.</li> <li>Each learner is tasked to design a poster to advertise</li> </ul>	St Bernard student's Book pg 1  Pictures Showing different businesses	

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		why learners should study entrepreneurship education in secondary schools.	A sample of a poster showing advertising a business.  Internet	
<b>1.2 The entrepreneur</b>	Identify key characteristics of an entrepreneur	<ul style="list-style-type: none"> <li>• Illustrate and explain the meaning of an entrepreneur</li> <li>• Task learners to visit and interview some successful entrepreneurs in their communities to find out the characteristics that makes them good entrepreneurs.</li> <li>• Learners write a report on their conclusions</li> </ul>	Interview guide  St Bernard Student's Book pg 3  St Bernard teachers guide pg 6-7	
<b>2.1 The entrepreneur</b>	Assessing the benefits and challenges of being an entrepreneur	<ul style="list-style-type: none"> <li>• Illustrate with a story, case study or scenario about a successful entrepreneur.</li> <li>• Task learners to identify benefits of an entrepreneur from the example shared, in their groups.</li> <li>• Task individual learners to write down the challenges faced by entrepreneurs in the operation of business.</li> </ul>	Long horn secondary Learner's Book pg 8  Articles about a case study the benefits of an entrepreneur  An entrepreneurial guest speaker	
<b>2.2 Creativity and innovation</b>	Understanding creativity and innovation	<ul style="list-style-type: none"> <li>• Explain the meaning of creativity.</li> <li>• Display pictures, videos, objects made and tasks learners to identify different creative activities taking place in each example.</li> <li>• Individual learners are then tasked to give more examples of activities which show creativity in their communities.</li> </ul>	Pictures of business activities that show creativity.  Smart phone  St Bernard student's Book pg9-11	
<b>3.1 Creativity and</b>	Understanding how to become creative	<ul style="list-style-type: none"> <li>• Illustrate how one becomes creative by giving learners guidelines to be followed.</li> </ul>	Internet	

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<b>innovation</b>		<ul style="list-style-type: none"> <li>Ask learners to read the guidelines and identify any three problems in their community and then brainstorm creative solutions to those problems.</li> <li>Task individual learners to list down the locally available resources they can creatively use to solve any of the identified problems.</li> </ul>	St Bernard student's Book pg 12  Charts showing the local resources used to create and come with new items	
<b>3.2 Creativity and innovation</b>	Appreciating the importance of creativity	<ul style="list-style-type: none"> <li>Guide learners to carry out research on the importance of creativity in business.</li> <li>Learners are tasked to discuss in groups examples that reflect the importance of creativity in business.</li> <li>Task learners to make individual reports on the same sub topic</li> </ul>	Internet  St Bernard teachers guide page22	
<b>4.1 Creativity and innovation</b>	Understanding the meaning of innovation	<ul style="list-style-type: none"> <li>Play a video to show / Explains the meaning of innovation.</li> <li>Organizes learners in groups and tasks them to brainstorm different examples of innovations that they have seen in their communities other than that in the video.</li> <li>Each learner writes their own report on how innovations have been used in their community.</li> </ul>	Internet  Longhorn Learner's Book pg10-11	
<b>4.2 Creativity and innovation</b>	Understanding types of innovation	<ul style="list-style-type: none"> <li>Display different items /pictures, activities that show innovation.</li> <li>Guide learners to brainstorm and discuss the different types of innovation with examples for each type.</li> <li>Task each learner to use locally available materials to produce new /unique products.</li> </ul>	Atm cards  Mobile phone  Internet  St Bernard student's Book pg14-15	
<b>5.1 Creativity and innovation</b>	Understanding the characteristics of an innovator	<ul style="list-style-type: none"> <li>Read a scenario or case study about an innovator.</li> <li>Ask learners to discuss the definition of innovator from the scenario case study.</li> </ul>	Pictures, newspaper articles showing Characteristics of an innovator	

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		<ul style="list-style-type: none"> <li>Task each learner to identify characteristics of an innovator.</li> </ul>	<p>Internet</p> <p>Textbooks(St Bernard students book pg 16)</p>	
<b>5.2 Creativity and innovation</b>	Understanding the importance of innovation	<ul style="list-style-type: none"> <li>Explain some of the innovations that have taken place in communities.</li> <li>Learners are tasked to discuss how these innovations have benefited its people in and around the community.</li> <li>Individual learners are tasked to write down how they can apply innovation in business.</li> </ul>	<p>Longhorn Learners Book pg 15/St Bernard students book pg 17</p> <p>Internet</p> <p>Chart showing the importance of innovation</p>	
<b>6.1 Risks in business</b>	Understanding the concept of risks in business	<ul style="list-style-type: none"> <li>Explain the definition of risks in business.</li> <li>Displays some pictures, charts, and videos etc showing examples of risks in business and ask learners to narrate some of the risks they have identified.</li> <li>Individual learners are then tasked to write down other examples of risks that may be encountered in business.</li> </ul>	<p>Pictures showing business risks</p> <p>Longhorn Learner's Book pg 17-19/St Bernard students book pg 18-20</p> <p>Video showing the different risks in business</p>	
<b>6.2 Risks in business</b>	Understanding types of risks in business	<ul style="list-style-type: none"> <li>State and explain types of risks.</li> <li>Guide learners on how to play the ball toss game to demonstrate the different types of risks in business.</li> <li>Task learners to recall of any risk they have ever been involved in and brainstorm if the risk was low, moderate or high</li> </ul>	<p>Pictures showing different types of risks</p> <p>Ball</p> <p>Field</p> <p>Ring fixed on an object</p>	

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<b>7.1 Risks in business</b>	Assessing risks in business	<ul style="list-style-type: none"> <li>• Explain risks assessment</li> <li>• Distribute textbooks, pictures, photocopies of diagrams, showing the factors to consider when assessing risks.</li> <li>• Learners are tasked to explain how each factor in the diagram can be used to assess risks in business.</li> </ul>	<p>Diagrams showing the factors to consider when assessing business risks</p> <p>St Bernard student's Book pg25</p>	
<b>7.2 Risks in business</b>	Understanding risk management in business	<ul style="list-style-type: none"> <li>• Explain the meaning of risk management.</li> <li>• Learners are tasked in groups to identify and describe different ways of managing risks in business using the case study in the textbooks, pictures and scenarios provided.</li> <li>• Learners are tasked to list the possible risks in the school and explain ways that can be undertaken by the school to minimize risks.</li> </ul>	<p>Pictures showing risk management tools</p> <p>Longhorn Learner's Book pg 23/St Bernard students book pg 26</p> <p>Internet</p>	
<b>8.1 Risks in business</b>	Understanding ways of managing risks in business	<ul style="list-style-type: none"> <li>• Explain meaning of risk management.</li> <li>• Guide learners to read a case study or invites a successful entrepreneur to talk about how risks affect business and how they can be managed.</li> <li>• Each learner is tasked to write a list of ways of managing different risks in business.</li> </ul>	<p>St Bernard students Book pg 25</p> <p>Internet</p> <p>Successful entrepreneur guest speaker</p>	
<b>8.2 Technology in business</b>	Understanding the role of technology in business	<ul style="list-style-type: none"> <li>• Explain/ tell a story of key concepts of technology used in business</li> <li>• Ask learners to think through the different ways in which technology can be used in business.</li> <li>• Challenge individual learners to think of businesses in Uganda which use technology.</li> </ul>	<p>Pictures to show e-business services.</p> <p>St Bernard learner's Book pg 23</p>	

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<b>9.1 Technology and business</b>	Understanding types of e-business	<ul style="list-style-type: none"> <li>Explain the meaning of e-business by displaying charts, pictures, newspapers etc and discusses about using e-business when operating a business.</li> <li>Ask learners to identify how each type of e-business is used in operating businesses in Uganda.</li> <li>Task individual learners to visit selected businesses in their community and find out the type of e-businesses used by entrepreneurs.</li> </ul>	Internet St Bernard student's Book pg 31-32 Resource persons(mobile money operator)	
<b>9.2 Technology and business</b>	Understanding the benefits and challenges of e-business	<ul style="list-style-type: none"> <li>Display pictures, videos or shares a case study about e-business.</li> <li>Learners are tasked in their groups to discuss advantages of e-business.</li> <li>Individual learners are tasked to write down challenges faced when using e-business</li> </ul>	Pictures showing e-business St Bernard student's Book pg34 Internet	
<b>Activity of integration 10.1</b>	Ability to exhibit knowledge, skill and application of key concept covered in the chapter.	<ul style="list-style-type: none"> <li>Guide learners on how to do the activity of integration.</li> <li>Each individual learner attempts the activity in their note book.</li> </ul>	St Bernard student's Book pg 35 Longhorn secondary Learner's Book pg 32	
<b>11 &amp; 12</b>	Week 11 & 12 should be used for catching up on delayed content, marking, or reviewing and preparing for assessment.			

Subject: **ENTREPRENEURSHIP**      Class: **SENIOR ONE**      Term: **TWO**      Teacher's Name:

Time: Allocation **2 periods a week.**

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Week Subtopics	Learning outcome	Methodology	Teaching/ Learning resources	Y P R
<b>Theme:</b> Scanning the environment				
<b>Competency:</b> The learner participates in business operations in Uganda				
<b>1.1 Businesses in Uganda</b>	Investigate the various types of business in Uganda	<ul style="list-style-type: none"> <li>Explain the meaning of businesses and shows pictures of different types of businesses.</li> <li>Task learners in groups to brainstorm at least five different businesses found operating in Uganda.</li> <li>Ask individual learners to identify the benefits of the different businesses to the society.</li> </ul>	Textbooks (Longhorn Learner's Book pg 33 and St Bernard Student's Book pg 36 )	
<b>1.2 Businesses in Uganda</b>	Understanding agri-business	<ul style="list-style-type: none"> <li>Display pictures of different agri-businesses.</li> <li>In groups, learners identify the business activities taking place in the pictures under guidance.</li> <li>Individual learners share the benefits of such business activities to the entrepreneur.</li> </ul>	Pictures/videos showing different agri-businesses.  Textbook (St Bernard student's book pg 38.)	
<b>2.1 Businesses in Uganda</b>	Identifying challenges faced by agri-businesses in Uganda	<ul style="list-style-type: none"> <li>Guide learners on challenges faced by agri-businesses in Uganda with the possible solutions using pictures in the learner's books</li> <li>In groups, learners discuss the challenges facing agri-business and its possible solutions.</li> <li>Individual learners write down in their own words, challenges faced by agri-business and the possible solutions.</li> </ul>	Pictures showing different agri-business.  Textbooks(St Bernard student's book pg38)	



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<b>2.2 Businesses in Uganda</b>	Understand the various examples of manufacturing businesses	<ul style="list-style-type: none"> <li>Explore the meaning of manufacturing businesses by showing different types in pictures.</li> <li>In groups, learners discuss and list down types of manufacturing businesses they know.</li> <li>Individual learners then describe the types of manufacturing businesses discussed.</li> </ul>	<p>Pictures showing different manufacturing businesses</p> <p>Textbooks (St Bernard student's book pg 40)</p>	
<b>3.1 Businesses in Uganda</b>	Understand the challenges faced by manufacturing businesses and the possible solutions	<ul style="list-style-type: none"> <li>Discuss challenges faced by manufacturing businesses in Uganda and provides some possible solutions</li> <li>Learners brainstorm in their groups challenges faced by manufacturing businesses and its possible solutions</li> <li>Each learner writes a report on their findings.</li> </ul>	<p>Pictures showing different manufacturing businesses</p> <p>Textbooks (St Bernard student's book pg 40 )</p>	
<b>3.2 Businesses in Uganda</b>	Understanding trading businesses in Uganda	<ul style="list-style-type: none"> <li>Explain the meaning of trading businesses using pictures.</li> <li>Learners are asked to discuss in their groups to identify trading businesses found in their own communities.</li> <li>Individual learners are tasked to visit any trading business in their community and find out how the business benefits:               <ol style="list-style-type: none"> <li>Society</li> <li>The owners</li> <li>Manufacturing businesses</li> <li>Government</li> </ol> </li> </ul>	<p>Pictures showing an example of a trading business</p> <p>Textbooks (Longhorn Learner's book pg 33)</p>	
<b>4.1 Businesses in Uganda</b>	Identifying challenges facing trading businesses and possible solutions	<ul style="list-style-type: none"> <li>Explain challenges facing trading businesses and possible solutions by showing pictures or sharing a case study or scenario.</li> <li>Learners are tasked to identify the challenges and possible solutions from the pictures/case study/scenario given.</li> <li>Individual learners are asked to write a summary of</li> </ul>	<p>Case studies on challenges facing trading businesses</p> <p>Pictures showing different trading businesses.</p> <p>Textbooks (St Bernard Student's</p>	

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		<p>identified challenges facing trading businesses and its possible solutions.</p> <ul style="list-style-type: none"> <li>Ask some learners to read their summary for the class.</li> </ul>	book pg 41)	
<b>4.2 Businesses in Uganda</b>	Understanding service businesses and its benefits to the community	<ul style="list-style-type: none"> <li>Explain the meaning of service businesses and the benefits using pictures, case studies, scenarios etc</li> <li>Guide learners to discuss and identify service businesses in the pictures and in their community.</li> <li>Individually, learners make notes to describe what a service business is and examples of them that they know and write a brief report to summarize their findings.</li> </ul>	<p>Pictures showing examples of service businesses</p> <p>Textbooks (St Bernard Learner's book pg 43)</p> <p>Internet</p>	
<b>5.1 Businesses in Uganda</b>	Understanding the challenges and possible solutions to service businesses	<ul style="list-style-type: none"> <li>Explain some of the challenges and possible solutions to service businesses using pictures, case studies, scenarios etc.</li> <li>Learners are tasked to discuss and identify some the challenges of service businesses and the possible solutions to them they make two lists on manilla paper.</li> <li>Individually, learners write a brief report to summarise their discussions.</li> </ul>	<p>Case studies on the challenges faced by service business</p> <p>Textbooks (St Bernard teacher's guide pg 77-78)</p> <p>Manila papers</p>	
<b>5.2 Success in business</b>	Analysing successful businesses	<ul style="list-style-type: none"> <li>Invite a successful entrepreneur in the community to talk to learners about their business success.</li> <li>Learners are asked to make notes on: <ul style="list-style-type: none"> <li>a) The goals of the entrepreneur when they started the business</li> <li>b) The factors that have helped them succeed in their business</li> <li>c) Their biggest challenges faced and how they overcame them</li> </ul> </li> <li>Ask some learners to share their findings and</li> </ul>	<p>Guest speaker(a successful entrepreneur)</p> <p>Textbooks (Longhorn Learner's book pg 36 )</p> <p>Manila s</p> <p>Markers</p>	

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		conclusions to facilitate a class discussion on what it takes to be successful in business.		
<b>6.1 Success in business</b>	Understanding the indicators of success in business	<ul style="list-style-type: none"> <li>Introduce the lesson by using a story, case study or scenario to begin discussing the indicators to show a successful business.</li> <li>Learners are asked to identify indicators of a successful business using the examples given by the teacher.</li> <li>Learners design a poster to show indicators of a successful business.</li> </ul>	<p>Pictures showing signs of success in business</p> <p>Case studies</p> <p>Textbooks (St Bernard Learner's book pg44)</p> <p>Manilas to design a poster</p>	
<b>6.2 Success in business</b>	Evaluating possible factors that can cause a business to fail	<ul style="list-style-type: none"> <li>Use examples, case studies, scenarios to explain that businesses can fail and how a failed business would look like.</li> <li>Learners are asked to discuss what factors can lead to the failure of a business.</li> <li>Individual learners are tasked to write a brief summary of factors that can cause a business to fail.</li> </ul>	<p>Pictures showing shops with empty shelves</p> <p>Case studies</p> <p>Textbooks (St Bernard Learner's book pg 48-49)</p>	
<b>7.1 Success in business</b>	Understanding how to revive a failing business	<ul style="list-style-type: none"> <li>Explain to learners what reviving a business means using examples.</li> <li>Task learners to discuss possible ways that a failing business can use to be revived.</li> <li>Individually, learners write a letter to an entrepreneur advising them on how to revive a failing business.</li> </ul>	Textbooks (St Bernard Learner's book pg 50 )	
<b>7.2 Activity of integration</b>	Ability to exhibit knowledge, skill and application of key concept covered in the chapter	<ul style="list-style-type: none"> <li>Give guidelines to learners on how to attempt the activity of integration.</li> <li>Individual learners do the activity of integration.</li> </ul>	<p>St Bernard student's book pg 51</p> <p>Longhorn Learner's book pg 39-40.</p>	

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<b>Theme:</b> Business ideas and business opportunities				
<b>Competency:</b> The learner selects a business opportunity from the environment and conducts a market survey				
<b>8.1 Business ideas</b>	Demonstrate and understand how to generate business ideas from the local environment	<ul style="list-style-type: none"> <li>Explain the meaning of business ideas and displays pictures of various types of businesses.</li> <li>In their groups, learners are asked to generate a list of business ideas.</li> <li>Individually, learners are tasked to research the characteristics of a good business idea.</li> </ul>	<p>Pictures showing different business ideas.</p> <p>Textbooks (St Bernard Student's book pg 53)</p> <p>Papers</p>	
<b>8.2 Business ideas</b>	Identifying sources of business ideas	<ul style="list-style-type: none"> <li>Explain possible sources of business ideas.</li> <li>Learners are given a case study and asked to identify possible business ideas from the case study.</li> <li>Individually learners are tasked to use the internet or library research to find out sources of business ideas.</li> </ul>	<p>Case studies</p> <p>Textbooks (Longhorn Learner's book pg 41-42)</p> <p>Internet</p>	
<b>9.1 Business ideas</b>	Selecting a good business idea	<ul style="list-style-type: none"> <li>Discuss some factors that determine a good business idea.</li> <li>Learners are asked to explain with examples how each factor determines the selection of a good business ideas</li> <li>Individually learners design a poster displaying factors that determine a good business idea.</li> </ul>	Textbooks (St Bernard student's book pg 56)	
<b>9.2 Business opportunities</b>	Understanding business opportunities Identifying characteristics of good business opportunities	<ul style="list-style-type: none"> <li>Explain a business opportunity by narrating a story, scenario, or case study.</li> <li>Learners are asked to identify business opportunities from the example given.</li> </ul>	<p>Case study or story</p> <p>Textbooks (St Bernard teacher's guide pg 62-63)</p>	

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		<ul style="list-style-type: none"> <li>Individual learners write down the characteristics which make good business opportunities.</li> </ul>		
<b>10.1 Business opportunities</b>	Understanding the difference between a business idea and business opportunity	<ul style="list-style-type: none"> <li>Recap the meaning of a business idea and business opportunity.</li> <li>Learners are asked to identify the difference between business ideas and a business opportunity.</li> <li>Individually, learners draw a chart to show the differences between the two</li> </ul>	Textbooks (St Bernard teacher's guide pg 112/Longhorn Learner's book pg 49)  Notebooks	
<b>10.2 Market surveys</b>	Understanding the importance of a market survey	<ul style="list-style-type: none"> <li>Introduce the concept of a market survey.</li> <li>Learners are asked in their groups to brainstorm on the importance of conducting a market survey.</li> <li>Individual learners write a letter advising their friends on the importance of conducting a market survey.</li> </ul>	Pictures showing a sample of questionnaire and other methods used in market survey  Videos related to market survey  Textbooks (St Bernard students book pg 64 )	
<b>11.1 Market surveys</b>	Understanding methods of data collection for market surveys	<ul style="list-style-type: none"> <li>Introduce some methods of data collection in a market survey using pictures or videos.</li> <li>Learners are asked to identify the methods of data collection shown.</li> <li>Individually learners design a questionnaire for a market survey about one business idea agreed by the class.</li> </ul>	Textbooks (St Bernard students book pg64)  Videos related to market survey  Pictures showing methods used in market surveys	
<b>11.2 Market surveys</b>	To conduct a market survey	<ul style="list-style-type: none"> <li>Explain the process of conducting a market survey by displaying the steps on a chart or the blackboard.</li> <li>Learners are asked to conduct a market survey in groups on the agreed business.</li> <li>Individual learners are asked to write a report on their findings from their market survey.</li> </ul>	Charts showing information related to market survey  Textbooks (long horn learners book pg 54)	

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<b>12.1 Activity of integration</b>	Ability to exhibit knowledge, skill and application of key concept covered in the chapter	<ul style="list-style-type: none"> <li>Give guidelines to learners on how to attempt the activity of integration.</li> <li>Individual learners do the activity of integration.</li> </ul>	St Bernard student's book pg 71-72  Longhorn Learner's book pg 56-57	
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Subject: **ENTREPRENEURSHIP** Class: **SENIOR ONE** Term: **THREE**  
 Teacher's Name: Time: Allocation. **2 periods a week**

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Week Subtopics	Learning outcome	Methodology	Teaching/ Learning resources	Y P R
<b>Theme:</b> Start-up process <b>Competency:</b> The learner follows the steps involved in starting a business, saves money and invests in a profitable venture				
<b>1.1 Steps in starting a business</b>	To know the factors that enable an individual to start a business	<ul style="list-style-type: none"> <li>Introduce the topics by sharing some examples of factors to consider when starting a business.</li> <li>Learners are asked to explain why such factors are important to consider when starting a business.</li> <li>Task each learner to write a letter to their friends explaining the factors to consider when starting a business.</li> </ul>	Textbooks (St Bernard students book pg 74-75/longhorn learners book pg 59-60)  Chart showing factors to consider when starting a business.	

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<b>1.2 Steps in starting a business</b>	Understanding the basic principles of effective record keeping	<ul style="list-style-type: none"> <li>Explain the meaning of record keeping and the basic principles of effective record keeping</li> <li>Learners are tasked to do research on the basic principles of record keeping.</li> <li>Task learners to write a report on the basic principles of effective record keeping.</li> </ul>	Internet	
<b>2.1 Starting a business</b>	To know the correct steps to follow when starting a business	<ul style="list-style-type: none"> <li>Invite a guest speaker to share the steps they took when starting their business.</li> <li>Learners ask the guest speaker questions to be able to identify the key steps taken when starting a business.</li> <li>Ask learners to write a report about the presentation of the guest speaker on the steps followed when starting a business.</li> </ul>	Resource person (entrepreneur)  Text book( St Bernard students book pg 76-78/longhorn pg 62)	
<b>2.2 Steps in starting a business</b>	Understand how to prepare a budget and know the importance of preparing a budget	<ul style="list-style-type: none"> <li>Explain the concept of budgets and budgeting. An example of a budget is shared with students for review.</li> <li>In groups, learners are tasked to draft a budget for a business of their choice.</li> <li>Individual learners research and make notes on the importance of budgeting in a business.</li> </ul>	Textbooks (St Bernard students' book pg 78-79/longhorn learners' book pg 63 )  Sample budget  Calculators	
<b>3.1 Steps in starting a business</b>	Understand how to prepare a budget and know the importance of preparing a budget	<ul style="list-style-type: none"> <li>Recap the previous lesson with a starter activity and introduce the core of the lesson.</li> <li>In groups, learners make presentations of business budgets developed.</li> </ul>	Manillas  Markers	
<b>3.2 Sources of business finance</b>	To know the different sources of business finance	<ul style="list-style-type: none"> <li>Invite a successful entrepreneur to talk to the students about sources of finance for a business.</li> <li>Learners ask questions.</li> <li>Task learners to write a report on possible sources of business finance</li> </ul>	Resource person (entrepreneur)  Interview guide  Internet	

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			Textbooks (St Bernard students book pg80-83/longhorn learners book pg 65-67)	
<b>4.1 Sources of business finance</b>	Assessing the benefits of each source of business finance.	<ul style="list-style-type: none"> <li>• Guide learners in groups to explore, research and identify the benefits of each source of business finance.</li> <li>• Task learners to write a report on the benefits of each source of business finance.</li> <li>• Task individual learners to choose one source of business finance and write a report to encourage entrepreneurs to get finance from that source for their business operations.</li> </ul>	Textbooks (St Bernard students book pg 83/longhorn learners book pg 68-69)  Internet	
<b>4.2 Sources of business finance</b>	Understanding the challenges of each source of business finance	<ul style="list-style-type: none"> <li>• Explain the meaning of challenges to draw the learners thinking.</li> <li>• Ask learners to discuss the challenges associated with each source of business finance.</li> <li>• Task individual learners to write a case study to describe a person in their community who secured money from any of the discussed sources for their business, and what challenges were presented by that source of business financing.</li> </ul>	Textbooks (St Bernard students book pg 83/longhorn learners book pg 68-69)  Internet	
<b>5.1 Savings and investments</b>	To know the factors that determine saving and investment.	<ul style="list-style-type: none"> <li>• Define savings and investments.</li> <li>• Learners discuss the factors that determine savings and investment.</li> <li>• Task learners to go and interview an entrepreneur and find out the factors that determined saving and investment and then write a report.</li> </ul>	Interview guide related to saving and investment  Resource persons (member of a village saving group)  Textbooks (St Bernard students book pg 84-85/longhorn learners	



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			book pg 70)	
<b>5.2 Savings and investment</b>	Appreciate the reasons for, and forms of saving	<ul style="list-style-type: none"> <li>• Demonstrate the difference between savings and investment through role plays and scenarios.</li> <li>• In groups learners brainstorm on the reasons why people save money.</li> <li>• Learners are tasked to write down forms of savings that they know.</li> </ul>	Textbooks (St Bernard students book pg86-87/longhorn learners book pg 75)  internet	
<b>6.1 Savings and investment</b>	Appreciating the reasons for investment, and forms for investment	<ul style="list-style-type: none"> <li>• Invite a guest speaker to talk to the learners about investing.</li> <li>• Learners ask questions in relation to the learning outcomes.</li> <li>• Learners write a report on forms of investment and reasons for investing.</li> </ul>	Resource person ( member of Village Savings & Loans Associations)  Textbook (St Bernard st Bernard teacher's guide pg 64 )	
<b>6.2 Savings and investment</b>	Understand how to prepare a savings plan	<ul style="list-style-type: none"> <li>• Explain to learners about savings plans and what to consider when preparing one. Learners are provided with an example of a savings plan to review.</li> <li>• In groups, learners make a savings plan on how to raise resources to start a business.</li> <li>• Task each learner to prepare an individual savings plan.</li> </ul>	Textbooks(longhorn learners book pg 72)  Calculators  Resource person( member of Village Savings & Loans Associations)	
<b>7.1 Savings and investment</b>	To understand the factors to consider before making an investment decision	<ul style="list-style-type: none"> <li>• Explain what an investment decision means.</li> <li>• Task learners to read the scenario or case study on the things to consider before taking an investment decision.</li> <li>• Task individual learners to write down factors they have identified from the case study and why they are important.</li> </ul>	Textbook (St Bernard students book pg93)  Resource person( member of Village Savings & Loans Associations)	

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			internet	
<b>8.1 Location of a business</b>	To know the factors that are considered for locating a business	<ul style="list-style-type: none"> <li>Explain the meaning of location.</li> <li>Guide learners in groups to discuss factors which influence the location of a particular business.</li> <li>Task individual learners to write a guide for entrepreneurs to follow when looking for a location for their business.</li> </ul>	Textbook (St Bernard students book pg 94-96/longhorn learners guide pg 76-77)  Internet  Chart showing factors to consider when locating a business.	
<b>8.2 Activity of integration</b>	Ability to exhibit knowledge, skill and application of key concept covered in the chapter	<ul style="list-style-type: none"> <li>Give guidelines to learners on how to attempt the activity of integration.</li> <li>Individual learners do the activity of integration.</li> </ul>	St Bernard student's book pg 97  Longhorn Learner's book pg 78	
<b>9.1 Introduction to government revenue</b>	Understand government revenue and why the government needs revenue.	<ul style="list-style-type: none"> <li>Explain the meaning of government revenue.</li> <li>Learners are asked to debate on why the government needs revenue.</li> <li>Task each learner to write a summary of the importance of government revenue and how it has benefited their community.</li> </ul>	Pictures in learners textbooks(St Bernard pg 98 and long horn pg 79)	
<b>9.2 Introduction to government revenue</b>	To know the sources of government revenue.	<ul style="list-style-type: none"> <li>Distribute some pictures of sources of government revenue.</li> <li>In groups, learners discuss and identify the different sources of government revenue.</li> <li>Learners are tasked to write a poem on sources of government revenue.</li> </ul>	Pictures of sources of government revenue from longhorn learners book pg 80-82,st Bernard student book pg 103-104  Internet	
<b>10.1 Activity of integration</b>	Ability to exhibit knowledge, skill and application of key concept covered in the chapter	<ul style="list-style-type: none"> <li>Give guidelines to learners on how to attempt the activity of integration.</li> <li>Individual learners do the activity of integration.</li> </ul>	St Bernard student's book pg 105  Longhorn Learner's book pg 86-87	

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<b>10.2 Activity of integration</b>	Ability to exhibit knowledge, skill and application of key concept covered in the chapter	<ul style="list-style-type: none"> <li>Revision/remedial lessons/assessment</li> </ul>	St. Bernard student's book pg 105  Longhorn Learner's book pg 86-87	
<b>11-12</b>	Administers and marks End of year assessment  Prepares report cards			