**MAKERERE HIGH SCHOOL MIGADDE**

**SCHEME OF WORK TERM 1 2024**

**NAME**: GASYODO INNOCENT  **CLASS**: S.2

**SUBJECT**: ENTREPRENEURSHIP EDUCATION

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| WEEK | PERIOD | THEME/  TOPIC | COMPETENCY | LEARNING OUT COMES | TEACHING RESOURCES | METHODOLOGIES | REFERENCES | REMARKS |
| 1 | 3 | Legal forms of business ownership | By the end of the topic the learner should be able to compare the forms of business ownership and select a suitable one | By the end of the week the learner should be able to know the legal forms of business ownership, know the types of limited companies and understand the characteristics, advantages and disadvantages of each form of business ownership. | * Manila papers * Internet * phone | * Guided discussion * Brain storming * Guided discovery | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 2 | 3 | Legal forms of business ownership | By the end of the topic the learner should be able to compare the forms of business ownership and select a suitable one | By the end of the week the learner should be able to understand the process and benefits of a formalized business, know the requirements of registering a business and understand the indicators of a formalized business. | * Manila papers * Internet * phone | * Role play * Brain storming * Guided discovery | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 3 | 3 | Legal forms of business ownership | By the end of the topic the learner should be able to compare the forms of business ownership and select a suitable one | By the end of the week the learner should be able to follow the correct steps in registering a business, the limitations of formalizing a business and the process of deregistering and re-registering a business. | * Manila papers * Internet * phone | * Guided discussion * Brain storming * Role play | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 4 | 3 | Legal forms of business ownership | By the end of the topic the learner should be able to compare the forms of business ownership and select a suitable one | By the end of the week the learner should be able to understand the meaning and history of cooperatives in Uganda, know the principles of cooperatives, know the types of cooperatives and understand the process of forming a cooperative. | * news papers * Internet * phone | * Story telling * Brain storming * Guided discovery | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 5 | 3 | Legal forms of business ownership | By the end of the topic the learner should be able to compare the forms of business ownership and select a suitable one | By the end of the week the learner should be able to understand SACCOs, know how SACCOs operate, appreciate the benefits of SACCOs and recognize the challenges and solutions to challenges faced by SACCOs in Uganda. | * Manila papers * Internet * Phone * News papers | * Guided discussion * Brain storming * Role play | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 6 | 3 | Production in business | By the end of the topic the learner should be able to produce quality products for sale | By the end of the week the learner should be able to distinguish between human wants and needs, understand the types of human wants and appreciate the characteristics of human wants. | * Manila papers * Internet * phone | * Guided discussion * Brain storming * Story telling | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 7 | 3 | Production in business | By the end of the topic the learner should be able to produce quality products for sale | By the end of the week the learner should be able to understand production, know the types and stages of production, know the factors of production and their benefits and make a simple production plan for a selected product. | * Manila papers * Internet * phone | * Guided discussion * Brain storming * Guided discovery | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 8 | 3 | Production in business | By the end of the topic the learner should be able to produce quality products for sale | By the end of the week the learner should be able to identify the difference between specialization and division of labour, appreciate the types of specialization and appreciate the advantages and disadvantages of specialization, division of labour and diversification. | * Manila papers * Internet * phone | * Guided discussion * Brain storming * Role play | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 9 | 3 | Production in business | By the end of the topic the learner should be able to produce quality products for sale | By the end of the week the learner should be able to identify different raw materials for producing selected products and identify the factors considered when selecting raw materials for production of the selected products. | * Flip charts * Internet * phone | * Guided discussion * Brain storming * Guided discovery | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 10 | 3 | Production in business | By the end of the topic the learner should be able to produce quality products for sale | By the end of the week the learner should be able to identify the tools, machinery and equipment used in production of a selected product and explain the factors considered when selecting tools, machinery and equipment. | * Manila papers * Internet * phone | * Guided discussion * Brain storming * Guided discovery * Role play | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |

**MAKERERE HIGH SCHOOL MIGADDE**

**SCHEME OF WORK TERM 2 2024**

**NAME**: GASYODO INNOCENT  **CLASS**: S.2

**SUBJECT**: ENTREPRENEURSHIP EDUCATION

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| WEEK | PERIOD | THEME/  TOPIC | COMPETENCY | LEARNING OUT COMES | TEACHING RESOURCES | METHODOLOGIES | REFERENCES | REMARKS |
| 1 | 3 | Marketing in small and medium business enterprises | By the end of the topic the learner should be able to market and sell products. | By the end of the week the learner should be able to  Understand the differences between marketing and selling and create a simple marketing plan | * Manila papers * Internet * phone | * Guided discussion * Brain storming * Guided discovery | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 2 | 3 | Marketing in small and medium business enterprises | By the end of the topic the learner should be able to market and sell products. | By the end of the week the learner should be able to appreciate the importance of marketing in business and understand the challenges faced during marketing. | * Manila papers * Internet * phone | * Role play * Brain storming * Guided discovery | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 3 | 3 | Marketing in small and medium business enterprises | By the end of the topic the learner should be able to market and sell products. | By the end of the week the learner should be able to understand the importance of market research and design a market survey tool for selected product. | * Manila papers * Internet * phone | * Guided discussion * Brain storming * Role play | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 4 | 3 | Marketing in small and medium business enterprises | By the end of the topic the learner should be able to market and sell products. | By the end of the week the learner should be able to carry out market research and write a market research report. | * news papers * Internet * Phone * Manila | * Story telling * Brain storming * Guided discovery | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 5 | 3 | Marketing in small and medium business enterprises | By the end of the topic the learner should be able to market and sell products. | By the end of the week the learner should be able to understand the channels of distribution | * Manila papers * Internet * Phone * News papers | * Guided discussion * Brain storming * Role play | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 6 | 3 | Marketing in small and medium business enterprises | By the end of the topic the learner should be able to market and sell products. | By the end of the week the learner should be able to appreciate the factors considered when selecting distribution channel and select the most appropriate distribution channel to distribute the products. | * Manila papers * Internet * phone | * Guided discussion * Brain storming * Story telling | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 7 | 3 | Marketing in small and medium business enterprises | By the end of the topic the learner should be able to market and sell products. | By the end of the week the learner should be able to understand the importance of advertising and sales promotion | * Manila papers * Internet * phone | * Guided discussion * Brain storming * Guided discovery | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 8 | 3 | Marketing in small and medium business enterprises | By the end of the topic the learner should be able to market and sell products. | By the end of the week the learner should be able to use the correct methods for advertising and sales promotion and promote different products | * Manila papers * Internet * phone | * Guided discussion * Brain storming * Role play | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 9 | 3 | Marketing in small and medium business enterprises | By the end of the topic the learner should be able to market and sell products. | By the end of the week the learner should be able to understand the importance of consumer protection and appreciate methods of protecting consumers. | * Flip charts * Internet * phone | * Guided discussion * Brain storming * Guided discovery | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 10 | 3 | Marketing in small and medium business enterprises | By the end of the topic the learner should be able to market and sell products. | By the end of the week the learner should be able to know agents of consumer protection and know the challenges encountered in enforcing consumer protection in Uganda. | * Manila papers * Internet * phone | * Guided discussion * Brain storming * Guided discovery * Role play | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |

**MAKERERE HIGH SCHOOL MIGADDE**

**SCHEME OF WORK TERM 3 2024**

**NAME**: GASYODO INNOCENT  **CLASS**: S.2

**SUBJECT**: ENTREPRENEURSHIP EDUCATION

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| WEEK | PERIOD | THEME/  TOPIC | COMPETENCY | LEARNING OUT COMES | TEACHING RESOURCES | METHODOLOGIES | REFERENCES | REMARKS |
| 1 | 3 | Money and financial institutions | By the end of the topic the learner should be able to appreciate the importance of money and financial institutions in conducting business. | By the end of the week the learner should be able to  Understand the evolution of money, appreciate the advantages and disadvantages of barter trade and understand the meaning of money and its forms and functions. | * Manila papers * Internet * phone | * Story telling * Brain storming * Guided discovery | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 2 | 3 | Money and financial institutions | By the end of the topic the learner should be able to appreciate the importance of money and financial institutions in conducting business | By the end of the week the learner should be able to save money and develop a culture of banking, understand the meaning of banks and banking and know types of banks. | * Internet * Phone * News papers | * Role play * Brain storming * Guided discovery | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 3 | 3 | Money and financial institutions | By the end of the topic the learner should be able to appreciate the importance of money and financial institutions in conducting business. | By the end of the week the learner should be able to know the challenges faced by banks in Uganda, suggest the solutions to challenges faced by banks and know the rights of bank customers. | * Manila papers * Internet * phone | * Guided discussion * Brain storming * Role play | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 4 | 3 | Money and financial institutions | By the end of the topic the learner should be able to appreciate the importance of money and financial institutions in conducting business | By the end of the week the learner should be able to understand the meaning of central bank and know the functions of the central bank. | * news papers * Internet * Phone * Manila | * Story telling * Brain storming * Guided discovery | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 5 | 3 | Money and financial institutions | By the end of the topic the learner should be able to appreciate the importance of money and financial institutions in conducting business | By the end of the week the learner should be able to know commercial banks and understand the role of commercial banks. | * Manila papers * Internet * Phone * News papers | * Guided discussion * Brain storming * Role play | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 6 | 3 | Money and financial institutions | By the end of the topic the learner should be able to appreciate the importance of money and financial institutions in conducting business | By the end of the week the learner should be able to distinguish between different types of bank accounts and know the features of different accounts, distinguish between savings and investments and know the procedure for opening a bank account. | * Manila papers * Internet * phone | * Guided discussion * Brain storming * Story telling | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 7 | 3 | Money and financial institutions | By the end of the topic the learner should be able to appreciate the importance of money and financial institutions in conducting business | By the end of the week the learner should be able to understand the meaning of microfinance institutions and know the types of microfinance institutions. | * Manila papers * Internet * phone | * Guided discussion * Brain storming * Guided discovery | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 8 | 3 | Money and financial institutions | By the end of the topic the learner should be able to appreciate the importance of money and financial institutions in conducting business. | By the end of the week the learner should be able to understand electronic banking, identify electronic banking products and know the benefits and challenges of e-banking. | * Manila papers * Internet * Phone * computers | * Guided discussion * Brain storming * Role play | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 9 | 3 | Taxation | By the end of the topic the learner should be able to appreciate the role of taxation | By the end of the week the learner should be able to understand what is taxation and its origin, discuss key terms used in taxation and know the types of taxes. | * Flip charts * Internet * phone | * Guided discussion * Brain storming * Guided discovery * Story telling | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |
| 10 | 3 | Taxation | By the end of the topic the learner should be able to appreciate the role of taxation | By the end of the week the learner should be able to know the advantages and disadvantages of direct and indirect taxes and know the rights and obligations of a tax payer. | * Manila papers * Internet * phone | * Guided discussion * Brain storming * Guided discovery * Role play | * St. Benard learners’ book2 * Fountain learners’ book 2 * St. benard teachers’ guide 2 |  |