**SCHEME OF WORK ACADEMIC YEAR 2023-2024**

 **SUBJECT: ENTREPREPRENEURSHIP**

 **ORDINARY LEVEL: S1**

 **PREPARED BY TEACHER EMMY LOVE**

 **FORMAT OF UNIT PLAN/ SCHEME OF WORK ACADEMIC YEAR 2023-2024**

**NYAMASHEKE DISTRICT TEACHER’S NAME: HAKIZIMANA EMMANUEL**

**SUBJECT: ENTREPREPRENEURSHIP**

**ORDINARY LEVEL: S1**

**SCHOOL : GS SHANGI NUMBER OF PERIODS PER WEEK: 2 PERIODS**

**FIRST TERM**

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| **TIMING**  | **UNIT TITLE** | **LESSON TITLE AND EVALUATION** | **LEARNING OBJECTIVES AND KEY UNIT COMPETENCY** | **TEACHING METHODS, TECHNIQUES AND EVALUATION PROCEDURES** | **RESOURCES AND REFRENCES** | **OBSERVATION** |
| WEEK 125/9-29/9 | **UNIT 1:MEANING, ROLES AND CHARACTERISTICS OF AN ENTREPENEUR** | **Concept of entrepreneurship:**Meaning of entrepreneurship, an entrepreneur, enterprising person and intrapreneur. | -Explain the concept of entrepreneurship .-State the desirable characteristics of an entrepreneur .- Explain the role of an entrepreneur in developing entrepreneurship | Brainstorming, Group discussion, class teaching and learning.In small groups, learners discuss a case study on the roles of an entrepreneur in entrepreneurship development | Entrepreneurship for Rwandan schools s1 student’s book by RICHARD BARCKYE ALELE KEVIN and teacher’s guide, computer and internet connection ,entrepreneurship journals and magazines, etc. |  |
| WEEK 2.2/10-6/10 | **Characteristics of a good entrepreneur:**Hard working, innovative and creative, risk taking, decision making, persistence, ability to find viable business opportunities, seek information, determination and perseverance. |
| WEEK 39-13/10 | **Roles of an entrepreneur in entrepreneurship:** scanning the environment, identifying business opportunities, mobilizing necessary resources , proper allocation of resources, setting up business, managing business operations. |
| WEEK 416-20/10 | **UNIT 2: PERSONAL VALUES SKILLS AND CHARACTERISTICS OF AN ENTREPRENEUR** | **Personal qualities:**Friendliness, respect, intelligence caring self- reliance, accomplishment, commitment, loyalty, honesty, dignity, integrity, prudence and the importance to personal, social , emotional and economic well-being. | Explain personal qualities, skills and values in relation to the family/friends, entrepreneurs and towards employersGive reasons to support diversity and uniqueness among people in the society. | Group discussions to explore:Desirable personal values, skills and strengths; and then discuss the common values, skills and strengths in relation to the family/friends, entrepreneurs and towards employers.Group discussions to explore:Use scenarios to focus on, for example, greed, selfishness, consideration, loyalty, etc. to look at the impact of different personal qualities on feelings of wellbeing both now and in the futureWith a help of an entrepreneurial self-assessment sheet, learners perform a self-assessment of values, skills and qualities in relation to Entrepreneurship, Personal development, Engagement with society, Work in school and beyond. | Entrepreneurship for Rwandan schools s1 student’s book by RICHARD BARCKYE ALELE KEVIN and teacher’s guide, computer and internet connection ,entrepreneurship journals and magazines, etc. |  |
| WEEK 5&623-27/1030/10­-3/11 | **Personal qualities in relation to:**- Entrepreneurship, creativity, determination, decision making, etc.- personal development, goal setting, responsibility, commitment etc.- Engagement with society.- Respect, involvement, tolerance, etc.- work in school, attentiveness, communication, loyalty, etc.- work place cooperation, respect, ethics etc. |
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| WEEK 76-12/11  |  | **Diversity and uniqueness as a source of success:**-Emphasis by the use of an activity. |
| WEEK 813-17/11 | **UNIT 3: WORK IN THE SOCIETY** | **Definition of key concepts:**- Work- Mental and physical work**Types of work according to activities:**- Agriculture- Trading- Manufacturing- Service provision | Explain meaning and different types of workIdentify the different | Group discussion: In small groups, learners identify various beliefs and myths about work and classify them as positive and negative beliefs. | Entrepreneurship for Rwandan schools s1 student’s book by RICHARD BARCKYE ALELE KEVIN and teacher’s guide, computer and |  |
| Week 9&10 20-24/1127/11-1/12 |  | **Myths and beliefs about work:**- Meaning of myths and beliefs- Positive beliefs and negative beliefs such as hard work pays more, entrepreneurs are reach because they cheat, house work is for women only, etc. | Explain meaning and different types of workIdentify the differentmyths and beliefs about work | Group discussion: In small groups, learners identify various beliefs and myths about work and classify them as positive and negative beliefs | Entrepreneurship for Rwandan schools s1 student’s book by RICHARD BARCKYE ALELE KEVIN and teacher’s guide, computer and |  |
| WEEK 114/12-8/12 | **REVIEW** |  |
| WEEK 12&1311/12-15/1218/12-22/12 | **EXAM AND SCHOOL REPORT**  |  |

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**SECOND TERM**

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| **TIMING** | **UNIT TITLE** | **LESSON TITLE AND EVALUATION** | **LEARNING OBJECTIVES AND KEY UNIT COMPETENCY** | **TEACHING METHODS, TECHNIQUES AND EVALUATION PROCEDURES** | **RESOURCES AND REFRENCES** | **OBSERVATION** |
| WEEK18/1-12/1 | **UNIT 3: WORK IN THE SOCIETY**  | **Dignity and value of work:**- Meaning of dignity and value of work.- Recognizing the value of in the locality. | Explain the dignity and value of work | . Group discussion: In small groups, learners identify various beliefs and myths about work and classify them as positive and negative beliefs | Entrepreneurship for Rwandan schools s1 student’s book by RICHARD BARCKYE ALELE KEVIN and teacher’s guide, computer and |  |
| WEEK 215/1-19/1 | **UNIT 4: CONCEPT OF NEEDS, WANTS, GOODS, AND SERVICES.** | **Concept of needs:**- Meaning of needs.- Types of needs: primary/basic needs and secondary needs.**Goods and services:**-Meaning of goods and services.**Types of goods:**- Durables goods and perishable goods.- Economic goods and free goods.- substitutes goods and complementary goods.Categories of goods:-According to biodegradability.- Non degradable goods.Relationship between:-Needs and wants-Goods and services.-Scarcity and choices | Explain the concept of need, scarcity, opportunity cost, consumption, goods and servicesClassify needs according to Primary/basic and secondary needsIdentify the importance of making a choice where there are scarce resources | Group discussion: In small group, learners make a list of some of their needs; they group the needs into those to be satisfied first and those to be satisfied later.Using brainstorming, learners identify different types of goods needed in the society.. | Entrepreneurship for Rwandan schools s1 student’s book by RICHARD BARCKYE ALELE KEVIN and teacher’s guide, computer and internet connection ,entrepreneurship journals and magazines, etc. |  |
| WEEEK 322/1-26/1 | **Factors influencing consumption of goods and services:**- price- Social and cultural structure- Income - Fashion.- Expectation, etc. |  |  |  |
| WEEK 429/1-2/2 | **UNIT 5: FINANCIAL AWARENESS** | **Concept of finance:**- Meaning of finance- Need for finance- Personal finance- Business finance | Explain the meaning of finance, saving, borrowing and debt managementIdentify the various sources and purpose of business financeIdentify terms and conditions from a loan contractExplain the importance of savingDescribe risks associated with debtExplain the different ways of reducing expenses | Group discussion and Brainstorming: In small groups, brain storm on the meaning of finance, the need for finance and the different ways they can use to get money to buy the desired items. From there, they connect their experiences to a business situation.  | Entrepreneurship for Rwandan schools s1 student’s book by RICHARD BARCKYE ALELE KEVIN and teacher’s guide, computer and internet connection ,entrepreneurship journals and magazines, etc. |  |
| WEEK 55/2-09/2 | **Accessing business finance:**Grants, relatives/ friends, loans from bank, trade credits, personal savings, and selling shares.**Saving:**- Savings goals.- How to save. |
| WEEK612/2-16/2 | **Borrowing:**- Reasons for borrowing- Terms and conditions of borrowing**Debt management:**- Avoid unnecessary spending- Don’t borrow more money- Don’t buy anything expensive while still in debt. |
| WEEK 719/2-23/2 | **Proper management of finance:**- Reduce expense- Reuse items that are still in good condition’- proper record keeping- Separate personal finance from business finance, etc.**The use of debit and credit card:**-benefits and risks. |
| WEEK 826/2-1/3 | **UNIT 6: INITIATION TO ACCOUNTING** | - The meaning of accounting and book keeping.- The importance of accounting. | Distinguish accounting and bookkeepingDescribe the importance of keeping accounting recordsIdentify the various users of accounting information | Field work, Group discussion and BrainstormingIn small groups, learners share their personal experiences regarding book keeping, its importance and documents used either in family business, school, leading to the meaning of accounting and book keeping.Through a case study, learners identify various users of accounting information and later explain how each user makes use of the information | Entrepreneurship for Rwandan schools s1 student’s book by RICHARD BARCKYE ALELE KEVIN and teacher’s guide, computer and internet connection ,entrepreneurship journals and magazines, etc. |  |
| WEEK 94/3-8/3 | - Tool of control in accounting- calculation of profits and losses.- Tool for business evaluation. |
| WEEK 1011/3-15/3 | Idem. |
| WEEK 1118/3-22/3 | **EXAMS** |  |
| WEEK1225/3-29/3 | **MARKING AND REPORT** |  |

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**SCHOOL: GS SHANGI**

**THIRD TERM**

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| **TIMINNG** | **UNIT TITLE** | **LESSON TITLE AND EVALUATION** | **LEARNING OBJECTIVES AND KEY UNIT COMPETENCY** | **TEACHING METHODS, TECHNIQUES AND EVALUATION PROCEDURES** | **RESOURCES AND REFRENCES** | **OBSERVATIONS** |
| WEEK 115/4-19/4 |  | **Users of accounting information:**- Internal users such as employees, shareholders, managers.- External users such as suppliers, financial institutions, government authorities, etc.**Business transactions:**- Cash transactions- Credit transactions | Distinguish between cash and credit transactionsIdentify the various modes ofpayment |  | Entrepreneurship for Rwandan schools s1 student’s book by RICHARD BARCKYE ALELE KEVIN and teacher’s guide, computer and internet connection ,entrepreneurship journals and magazines, etc. |  |
| WEEK 222/4-26/4 |  | -Advantages and disadvantages of cash and credit transactions.**Modes of payment:**-payment by cash-payment by bank-Electronic payment, etc. |  |  |  |  |
| WEEK 329/5-3/5 | **UNIT 7:FACTORS AND INDICATORS OF BUSINESS GROWTH** | **Meaning of:**-Business-Growth-Business growth.**Factors contributing to business growth:**-clear objectives, -proper business location.- Availability of business support services, etc. | Explain the meaning of business, growth, and business growthIdentify factors contributingto or restraining business growthIdentify indicators of business growth or failure | Field work: Learners research and share the meaning of business, growth, and business growth.Group discussion: From real life experiences learners in small groups identify in their own community some businesses. Thereafter, learners categorize them as successful or failing businesses. | Entrepreneurship for Rwandan schools s1 student’s book by RICHARD BARCKYE ALELE KEVIN and teacher’s guide, computer and internet connection ,entrepreneurship journals and magazines, etc.  |  |
| WEEK46/4-10/5 | **Constraints to business growth**:-poor handling of customers, poor management of business stock, misuse of business finance, etc.**Indicators of business growth/ success**.- Increase in volume of sales- Increase in business profits- increase in number of branches etc. |
| WEEK 513/5-17/5 | **Indicators of business failure:**-Increased business losses-Empty stock-Low sales, etc. |
| WEEK620/5-24/5 | **UNIT 8: CONCEPT OF STANDADARDISATION**  | **Meaning of:** -standards and standardization-standards body-standards harmonization  | Explain the meaning of standard, standardization, standards body, and standards harmonizationExplain the importance of standardizationIdentify the fields and levels of standardizationGive the different types of standards | Field visit and group discussion: Learners research in small groups about the meaning of standards, standardization, standards body and standards harmonizationBrainstorming: Through brainstorming, learners identify various things Through a case study learners identify the importance of standardizationA resourceful person discusses the fields, levels of standardization as well as types of standards. | ` Entrepreneurship for Rwandan schools s1 student’s book by RICHARD BARCKYE ALELE KEVIN and teacher’s guide, computer and internet connection ,entrepreneurship journals and magazines, etc. |  |
| WEEK 727/5-31/5 | -The importance of standardization |
| WEEK803/6-07/6 | **Subject and field of standardization** such as engineering, industry, commerce, science, education, transport, housing/ building, food, forestry, textiles, chemicals. |
| WEEK 910/6-14/6 | **Level of standardization:**-International standardization- Regional standardization- National standardization |
| WEEK 1017/6-21/6 | **Types of standardization:**- Basic standards- Product standards- Terminology standards- Testing standards- Code of practice- Service standard- Process standard |
| WEEK 1124/6-28/6 | **EXAMS** |  |
| 1/7-5/7 | **MARKING AND REPORTS** |  |