**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**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TIMING** | **UNIT TITLE** | **LESSON TITLE AND EVALUATION** | | **LEARNING OBJECTIVES AND KEY UNIT COMPETENCY** | | **TEACHING METHODS, TECHNIQUES AND EVALUATION PROCEDURES** | **RESOURCES AND REFRENCES** | | | **OBSERVATION** |
| WEEK 1  25/9-29/9 | **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 3  9-13/10 | **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 4  16-20/10 | **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 employers  Give 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 future  With 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&6  23-27/10  30/10­-3/11 | **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. | |
|  |  | |
| WEEK 7  6-12/11 |  | **Diversity and uniqueness as a source of success:**  -Emphasis by the use of an activity. | |
| WEEK 8  13-17/11 | **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 work  Identify 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  20-24/11  27/11-1/12 |  | **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 work  Identify the different  myths 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 11  4/12-8/12 | **REVIEW** |  | | | | | | | | |
| WEEK 12&13  11/12-15/12  18/12-22/12 | **EXAM AND SCHOOL REPORT** |  | | | | | | | | |

**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**

**SECOND TERM**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TIMING** | **UNIT TITLE** | **LESSON TITLE AND EVALUATION** | **LEARNING OBJECTIVES AND KEY UNIT COMPETENCY** | **TEACHING METHODS, TECHNIQUES AND EVALUATION PROCEDURES** | **RESOURCES AND REFRENCES** | **OBSERVATION** |
| WEEK1  8/1-12/1 | **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 2  15/1-19/1 | **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 services  Classify needs according to Primary/basic and secondary needs  Identify 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 3  22/1-26/1 | **Factors influencing consumption of goods and services:**  - price  - Social and cultural structure  - Income  - Fashion.  - Expectation, etc. |  |  |  |
| WEEK 4  29/1-2/2 | **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 management  Identify the various sources and purpose of business finance  Identify terms and conditions from a loan contract  Explain the importance of saving  Describe risks associated with debt  Explain 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 5  5/2-09/2 | **Accessing business finance:**  Grants, relatives/ friends, loans from bank, trade credits, personal savings, and selling shares.  **Saving:**  - Savings goals.  - How to save. |
| WEEK6  12/2-16/2 | **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 7  19/2-23/2 | **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 8  26/2-1/3 | **UNIT 6: INITIATION TO ACCOUNTING** | - The meaning of accounting and book keeping.  - The importance of accounting. | Distinguish accounting and bookkeeping  Describe the importance of keeping accounting records  Identify the various users of accounting information | Field work, Group discussion and Brainstorming  In 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 9  4/3-8/3 | - Tool of control in accounting  - calculation of profits and losses.  - Tool for business evaluation. |
| WEEK 10  11/3-15/3 | Idem. |
| WEEK 11  18/3-22/3 | **EXAMS** |  | | | | |
| WEEK12  25/3-29/3 | **MARKING AND REPORT** |  | | | | |

**FORMAT OF UNIT PLAN/ SCHEME OF WORK ACADEMIC YEAR 2022-2023**

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

**SUBJECT: ENTREPREPRENEURSHIP**

**ORDINARY LEVEL: S1 NUMBER OF PERIODS PER WEEK: 2 PERIODS**

**SCHOOL: GS SHANGI**

**THIRD TERM**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TIMINNG** | **UNIT TITLE** | **LESSON TITLE AND EVALUATION** | **LEARNING OBJECTIVES AND KEY UNIT COMPETENCY** | **TEACHING METHODS, TECHNIQUES AND EVALUATION PROCEDURES** | **RESOURCES AND REFRENCES** | **OBSERVATIONS** |
| WEEK 1  15/4-19/4 |  | **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 transactions  Identify the various modes of  payment |  | 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  22/4-26/4 |  | -Advantages and disadvantages of cash and credit transactions.  **Modes of payment:**  -payment by cash  -payment by bank  -Electronic payment, etc. |  |  |  |  |
| WEEK 3  29/5-3/5 | **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 growth  Identify factors contributing  to or restraining business growth  Identify 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. |  |
| WEEK4  6/4-10/5 | **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 5  13/5-17/5 | **Indicators of business failure:**  -Increased business losses  -Empty stock  -Low sales, etc. |
| WEEK6  20/5-24/5 | **UNIT 8: CONCEPT OF STANDADARDISATION** | **Meaning of:**  -standards and standardization  -standards body  -standards harmonization | Explain the meaning of standard, standardization, standards body, and standards harmonization  Explain the importance of standardization  Identify the fields and levels of standardization  Give 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 harmonization  Brainstorming: Through brainstorming, learners identify various things Through a case study learners identify the importance of standardization  A 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 7  27/5-31/5 | -The importance of standardization |
| WEEK8  03/6-07/6 | **Subject and field of standardization** such as engineering, industry, commerce, science, education, transport, housing/ building, food, forestry, textiles, chemicals. |
| WEEK 9  10/6-14/6 | **Level of standardization:**  -International standardization  - Regional standardization  - National standardization |
| WEEK 10  17/6-21/6 | **Types of standardization:**  - Basic standards  - Product standards  - Terminology standards  - Testing standards  - Code of practice  - Service standard  - Process standard |
| WEEK 11  24/6-28/6 | **EXAMS** |  | | | | |
| 1/7-5/7 | **MARKING AND REPORTS** |  | | | | |