Grade 10 Business Studies

Term 1 - 53 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

53 complete, ready-to-teach Grade 10 Business Studies lesson plans for Term 1, covering money, business goals, budgeting in business, banking and business activities.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Money	10
1.2	Business Goals	13
1.3	Budgeting in Business	12
1.4	Banking	11
2.1	Business Activities	7

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

From barter to money

By the end of the lesson, the learner should be able to: a) explain barter and its problems; b) name the forms that money has taken and describe how money solves the problems of barter

> **Barter and money**
> Barter is the direct exchange of goods and services for other goods and services without using money. It has problems: a double coincidence of wants (each person must want what the other has), no...

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

CONTENTS

No.	Lesson	Topic	Page
1	From barter to money	1.1 Money	4
2	Kenyan coins and notes and what makes money good	1.1 Money	8
3	Practical: the security features of Kenyan money	1.1 Money	12
4	Functions of money: medium of exchange, unit of account and store of value	1.1 Money	16
5	Role play: money in action, including deferred payment and transfer of value	1.1 Money	20
6	Demand for money: why people and firms hold money	1.1 Money	24
7	Case study: demand for money and economic development	1.1 Money	28
8	Supply of money: what decides how much money is in the economy	1.1 Money	32
9	Ethical and unethical practices in the use of money	1.1 Money	36
10	The role of money in day-to-day life: review	1.1 Money	40
11	What is a business goal? Goals, objectives, vision and mission	1.2 Business Goals	44
12	Importance of setting goals I: direction, motivation and measuring progress	1.2 Business Goals	48
13	Importance of setting goals II: a case study	1.2 Business Goals	52
14	Factors to consider when setting goals I: inside the business	1.2 Business Goals	56
15	Factors to consider when setting goals II: outside the business	1.2 Business Goals	60
16	Factors to consider when setting goals III: choosing goals for a school business	1.2 Business Goals	63
17	Steps in setting business goals I: knowing where you are	1.2 Business Goals	66
18	Steps in setting business goals II: setting the goal and planning action	1.2 Business Goals	70
19	Steps in setting business goals III: monitoring, reviewing and adjusting	1.2 Business Goals	73
20	SMART goals	1.2 Business Goals	76
21	Short-term and long-term business goals	1.2 Business Goals	80
22	Practical: formulating SMART goals for a business	1.2 Business Goals	84
23	Business goals: consolidation and reflection	1.2 Business Goals	88
24	What is a budget? Income, expenditure, surplus and deficit	1.3 Budgeting in Business	91
25	The importance of budgeting in business	1.3 Budgeting in Business	94
26	Types of business budgets by purpose: sales, purchases, cash, capital and master budgets	1.3 Budgeting in Business	97
27	Other ways of classifying budgets: time, flexibility and approach	1.3 Budgeting in Business	101

28	Sales and purchases budgets with figures	1.3 Budgeting in Business	104
29	The cash budget I: layout, receipts and payments	1.3 Budgeting in Business	107
30	The cash budget II: several months and a cash shortage	1.3 Budgeting in Business	111
31	A start-up (capital) budget	1.3 Budgeting in Business	114
32	Contingencies and budget notes	1.3 Budgeting in Business	117
33	Project: preparing and presenting a budget for a class enterprise	1.3 Budgeting in Business	120
34	Budget control: comparing actual and budget	1.3 Budgeting in Business	123
35	Budgeting: a personal budget and consolidation	1.3 Budgeting in Business	126
36	What is a bank? Types of banks and financial institutions	1.4 Banking	129
37	The importance of banking I: safety, savings, loans and payments	1.4 Banking	133
38	The importance of banking II: banks and the economy	1.4 Banking	137
39	Savings accounts	1.4 Banking	141
40	Current accounts	1.4 Banking	145
41	Fixed deposit accounts and comparing the three accounts	1.4 Banking	149
42	Practical: filling in a junior savings account form	1.4 Banking	153
43	Ethical practices in banking	1.4 Banking	157
44	Unethical practices in banking and their effects: case studies	1.4 Banking	161
45	Trends in banking in Kenya	1.4 Banking	165
46	Banking: consolidation and safe banking practices	1.4 Banking	169
47	Needs and wants	2.1 Business Activities	173
48	Practical: scarcity, choice, opportunity cost and a scale of preference	2.1 Business Activities	177
49	Economic resources: natural, human and capital	2.1 Business Activities	181
50	The importance of business activities in society	2.1 Business Activities	184
51	Role play: classifying business activities	2.1 Business Activities	187
52	Micro and macro business environment	2.1 Business Activities	191
53	Business activities: consolidation	2.1 Business Activities	195

ELIMU254

From barter to money

Strand 1.0 Business and Money Management > Sub-strand 1.1 Money | Lesson 1 of 10 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) explain barter and its problems; b) name the forms that money has taken and describe how money solves the problems of barter

KEY INQUIRY QUESTION(S)

- Why is demand for and supply of money important in financial management?
- What are the ethical and unethical practices on the use of money?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Financial literacy**	Examples use shillings and cents, shopping, saving and simple budgets.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

Samples or clear pictures of Kenyan coins and notes | Manila paper and marker pens | Case study extracts and newspaper cuttings | Digital devices for video clips and research (where available) | Charts on the functions of money

ORGANISATION OF LEARNING

Pairs and groups of four for discussion, role play and case studies with rotating roles; whole class for presentations and for the careful handling of notes and coins; individual notes and short written work.

KEY WORDS

barter | money | legal tender | currency | medium of exchange | store of value | demand for money | supply of money | counterfeit | Central Bank of Kenya

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "You have a bag of maize and you need a pair of shoes, but the shoemaker wants a chicken. What could you do to get the shoes?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "Barter and money" (key ideas on the next page), explaining as you go. Use samples or clear pictures of Kenyan coins and notes, manila paper and marker pens, case study extracts and newspaper cuttings. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Explain why a mobile money balance is a form of money."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Barter and money

Barter is the direct exchange of goods and services for other goods and services without using money. It has problems: a double coincidence of wants (each person must want what the other has), no common measure of value, goods that cannot be divided (half a goat is not much use), goods that spoil and are hard to store or carry, and no easy way to pay later.

Money solves these problems because everyone accepts it, it measures the value of everything in one unit, it can be divided into small amounts, it is easy to carry and store, and it can be used to pay now or later. If one goat is worth 4 bags of maize and also 8 chickens, then one bag of maize is worth 2 chickens, but with money each item simply has a price in shillings.

Forms of money over time: commodity money (cattle, cowrie shells, beads, salt), metal coins, paper notes, bank money (cheques and card payments) and electronic money (mobile money such as M-Pesa).

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Define barter.	**The direct exchange of goods and services without using money.**
2	State two problems of barter.	**For example: double coincidence of wants; no common measure of value; goods cannot be divided; goods spoil.**
3	Give two items that have been used as money in Africa.	**For example: cowrie shells, cattle, beads, salt, iron hoes.**
4	Explain why a mobile money balance is a form of money.	**It is accepted as payment, can be transferred by phone and measures value in shillings, even though it is not a coin or a note.**

WATCH OUT FOR

Learners think barter no longer happens. People still swap goods and services today, for example a neighbour repairing a fence in return for vegetables.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can explain barter and its problems confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can explain barter and its problems accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly explain barter and its problems, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet explain barter and its problems without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Give a short story of a barter that fails and let learners find the problem before naming it.
Learners ready for more	Explain why a farmer would rather sell maize for money than exchange it for shoes. (Answer: With money the farmer can buy shoes from any shop, at any time, and can keep what is not needed; barter needs a shoemaker who wants maize at that moment)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "from barter to money" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

Kenyan coins and notes and what makes money good

Strand 1.0 Business and Money Management > Sub-strand 1.1 Money | Lesson 2 of 10 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) name the coins and notes of Kenya and the institution that issues them; b) state the qualities of good money

KEY INQUIRY QUESTION(S)

- Why is demand for and supply of money important in financial management?
- What are the ethical and unethical practices on the use of money?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Financial literacy**	Examples use shillings and cents, shopping, saving and simple budgets.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

Samples or clear pictures of Kenyan coins and notes | Manila paper and marker pens | Case study extracts and newspaper cuttings | Digital devices for video clips and research (where available) | Charts on the functions of money

ORGANISATION OF LEARNING

Pairs and groups of four for discussion, role play and case studies with rotating roles; whole class for presentations and for the careful handling of notes and coins; individual notes and short written work.

KEY WORDS

barter | money | legal tender | currency | medium of exchange | store of value | demand for money | supply of money | counterfeit | Central Bank of Kenya