Grade 10 Business Studies

Term 2 - 70 complete lesson plans

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

ABOUT THIS PACK

70 complete, ready-to-teach Grade 10 Business Studies lesson plans for Term 2, covering types of business ownership, social responsibility of business, entrepreneurship, production, consumer satisfaction and public finance.

TOPICS IN THIS PACK

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2.3	Social Responsibility of Business	6
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2.5	Production	12
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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

Sole proprietorship: meaning, features and examples

By the end of the lesson, the learner should be able to: a) define a sole proprietorship; b) state its main features and give local examples

> **Sole proprietorship**
> A sole proprietorship is a business owned, controlled and usually managed by one person. The owner is the sole proprietor and the business and the owner are treated as one in law.

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.

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Sole proprietorship: meaning, features and examples

Strand 2.0 Business and its Environment > Sub-strand 2.2 Types of Business Ownership | Lesson 1 of 18 | 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) define a sole proprietorship; b) state its main features and give local examples

KEY INQUIRY QUESTION(S)

- How are sole proprietorship, partnerships and cooperative societies formed and managed?
- What are the sources of finance for sole proprietorships, partnerships and cooperative societies?

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	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Financial literacy**	Examples use shillings and cents, shopping, saving and simple budgets.
PCI	**Internet safety and security**	Learners use shared devices and the internet responsibly and keep personal details private.

LEARNING RESOURCES

Manila paper and marker pens | Sample partnership deed and co-operative by-laws (extracts) | Case study extracts on local businesses | Digital devices or print media for research (where available) | Calculators

ORGANISATION OF LEARNING

Pairs for research; groups of four for case studies and for debates; whole class for role play of a co-operative meeting; individual notes and short written work.

KEY WORDS

sole proprietor | partnership | partnership deed | co-operative society | members | unlimited liability | limited liability | sleeping partner | by-laws | dividend

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

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "The woman who runs the vegetable stall near your school makes all the decisions and keeps all the profit. What kind of business is this?" 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 "Sole proprietorship" (key ideas on the next page), explaining as you go. Use manila paper and marker pens, sample partnership deed and co-operative by-laws (extracts), case study extracts on local businesses. 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 what unlimited liability means."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Sole proprietorship

A sole proprietorship is a business owned, controlled and usually managed by one person. The owner is the sole proprietor and the business and the owner are treated as one in law.

Features: one owner; easy to start; the owner provides most of the capital; the owner takes all the profit and bears all the losses; unlimited liability (the owner's personal property can be used to pay the business's debts); decisions are made quickly; the business usually has few employees.

Examples: a market stall, a kiosk, a salon, a small farm, a repair workshop, a boda boda rider, a professional such as a lawyer or doctor in private practice.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Define a sole proprietorship.	**A business owned and controlled by one person.**
2	State four features of a sole proprietorship.	**For example: one owner; easy to form; owner takes profit and loss; unlimited liability; quick decisions.**
3	Give three examples of sole proprietorships in your area.	**For example: kiosk, salon, market stall, small farm.**

4	Explain what unlimited liability means.	**The owner's own property may be used to pay the business's debts.**

WATCH OUT FOR

Learners think "sole" means the owner works alone. The owner may employ workers; "sole" refers to ownership.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Give pictures of businesses for learners to sort into sole or not.
Learners ready for more	Explain why a sole proprietor may feel that the business and the owner are one. (Answer: The law does not separate them: profits belong to the owner and debts are the owner's responsibility)
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 "sole proprietorship: meaning, features and examples" 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.

Sole proprietorship: formation and legal requirements in Kenya

Strand 2.0 Business and its Environment > Sub-strand 2.2 Types of Business Ownership | Lesson 2 of 18 | 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) describe the steps of forming a sole proprietorship in Kenya; b) name the permits and registrations needed

KEY INQUIRY QUESTION(S)

- How are sole proprietorship, partnerships and cooperative societies formed and managed?
- What are the sources of finance for sole proprietorships, partnerships and cooperative societies?

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