Grade 11 Business Studies

Term 1 - 50 complete lesson plans

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

ABOUT THIS PACK

50 complete, ready-to-teach Grade 11 Business Studies lesson plans for Term 1, covering types of business ownership, methods of price determination, entrepreneurship, procurement and marketing.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Types of Business Ownership	10
1.2	Methods of Price Determination	12
1.3	Entrepreneurship	10
1.4	Procurement	9
1.5	Marketing	9

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

Limited companies and limited liability

By the end of the lesson, the learner should be able to: a) explain the meaning of a limited company; b) explain what limited liability means for a shareholder

> **What a limited company is**
> A limited company is a business owned by shareholders and registered under the Companies Act, 2015. Once registered it becomes a separate legal person: it can own property, sign contracts, sue and be sued in its own name, and it continues to exist even when shareholders change or die (perpetual succession).

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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Limited companies and limited liability

Strand 1.0 Business and its Environment > Sub-strand 1.1 Types of Business Ownership | 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 the meaning of a limited company; b) explain what limited liability means for a shareholder

KEY INQUIRY QUESTION(S)

- Why are public and private limited companies important in an economy?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
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.
VALUE	**Love**	Learners help a classmate who is stuck.
PCI	**Good governance**	Developed through the activities in this lesson.
PCI	**Financial literacy**	Examples use shillings and cents, shopping, saving and simple budgets.

LEARNING RESOURCES

Manila paper and marker pens | Digital devices or print media for research (where available) | Newspaper cuttings of company adverts, annual reports or share prices

ORGANISATION OF LEARNING

Whole class to introduce each idea; pairs for comparing private and public companies; two teams for the debate; groups of four for posters, each member with a role (researcher, writer, artist, presenter).

KEY WORDS

limited company | limited liability | shareholder | share capital | director | memorandum of association | articles of association | certificate of incorporation | prospectus | dividend | debenture

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: "Wanjiru put KSh 50,000 into a business that later failed owing KSh 2 million. Should she lose her house to pay the debt? What decides the answer?" 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 "What a limited company is" (key ideas on the next page), explaining as you go. Use manila paper and marker pens, digital devices or print media for research (where available), newspaper cuttings of company adverts, annual reports or share prices. 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: "How can you tell from its name that a company is a public limited company?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

What a limited company is

A limited company is a business owned by shareholders and registered under the Companies Act, 2015. Once registered it becomes a separate legal person: it can own property, sign contracts, sue and be sued in its own name, and it continues to exist even when shareholders change or die (perpetual succession).

Limited liability means a shareholder can lose only the money he or she put into the company (or agreed to pay for the shares). Personal property such as a house or car cannot be taken to pay the company's debts. In Wanjiru's case, if the business was a limited company she loses her KSh 50,000 only.

This is different from a sole proprietor or an ordinary partnership (studied in Grade 10), where the owners have unlimited liability and can lose personal property.

There are two main kinds in Kenya: the private limited company (name ends in "Limited" or "Ltd") and the public limited company (name ends in "PLC").

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Define a limited company.	**A business owned by shareholders, registered under the Companies Act, that is a separate legal person from its owners.**
2	What is meant by limited liability?	**A shareholder can lose only the amount invested in (or owed on) the shares, not personal property.**
3	State two things a company can do because it is a separate legal person.	**For example: own property, enter contracts, sue or be sued in its own name.**
4	How can you tell from its name that a company is a public limited company?	**The name ends in "PLC" (public limited company).**

WATCH OUT FOR

Learners think "limited" means the company is small or has limited profits. It refers to the limited liability of its owners.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

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SUPPORT AND EXTENSION

Learners who need support	Give a two-column table: sole proprietor (unlimited liability) versus limited company (limited liability), with Wanjiru's case filled in for both.
Learners ready for more	Why might a bank ask the directors of a small new company to sign a personal guarantee before lending to the company? (Answer: Because limited liability protects the directors' personal property; a personal guarantee lets the bank recover from them if the company fails to pay)
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 "limited companies and limited liability" 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.

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Features of a private limited company

Strand 1.0 Business and its Environment > Sub-strand 1.1 Types of Business Ownership | 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) describe the features of a private limited company; b) give examples of private limited companies in Kenya

KEY INQUIRY QUESTION(S)

- Why are public and private limited companies important in an economy?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
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