WEEK 5

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| **Week Ending:** | | **Day:** | | **Subject:** Career Technology | | | |
| **Duration:** 60MINS | | | | **Strand:** Entrepreneurial Skills | | | |
| **Class:** B9 | | **Class Size:** | | **Sub Strand:** Establishing and Managing a Small Business Enterprise | | | |
| **Content Standard:**  B9.6.2.1 Demonstrate understanding of establishing and managing a small business enterprise | | | **Indicator:**  B9.6.2.1.1: Describe how to start and run a small business | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can discuss how to start and run own business | | | | | **Core Competencies:**  Communication and Collaboration (CC),  Critical Thinking and Problem Solving  (CP), Creativity and Innovation (CI) | | |
| **Reference:** Career Technology Curriculum Pg. 117 | | | | | | | |
| **New words: Entrepreneurship, Business, Idea, Legal** | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Begin with a discussion about the benefits and challenges of starting and running one's own business.  Ask learners to share their ideas or experiences related to entrepreneurship.  Share performance indicators with learners. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Discuss various ways to start a business, such as;   * developing a unique business idea, * copying an existing successful business model, * buying an existing business, or * modifying an existing business concept.   Explore the advantages and disadvantages of each approach, including considerations like market research, competition, initial investment, and scalability.  Introduce learners to the legal forms of businesses commonly found in Ghana, such as sole proprietorship, partnership, limited liability company (LLC), and corporation.  Explain the key features, benefits, and legal requirements associated with each business structure.  Divide learners into groups and assign each group a starting method (unique business idea, copying, buying, modifying).  Instruct groups to discuss the steps involved, potential challenges, and strategies for success based on their assigned starting method.  Provide reading materials or resources about the legal forms of businesses in Ghana.  Ask learners to read and research the characteristics, advantages, and disadvantages of each business structure.  Conduct a class discussion where learners share their findings and insights about the legal forms of businesses.  Assessment   1. What are the advantages and disadvantages of developing a unique business idea versus copying an existing successful business model? 2. What legal considerations should entrepreneurs keep in mind when choosing a business structure in Ghana? 3. How does the choice of starting method impact the initial planning and execution of a business venture? 4. Discuss a real-life example of a successful business in Ghana and analyze its starting method and business structure. | | | | | Charts and pictures | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | |  | |

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| **Duration:** 60MINS | | | | **Strand:** Entrepreneurial Skills | | | |
| **Class:** B9 | | **Class Size:** | | **Sub Strand:** Establishing and Managing a Small Business Enterprise | | | |
| **Content Standard:**  B9.6.2.1 Demonstrate understanding of establishing and managing a small business enterprise | | | **Indicator:**  B9.6.2.1.1: Describe how to start and run a small business | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can discuss how to name a business | | | | | **Core Competencies:**  Communication and Collaboration (CC),  Critical Thinking and Problem Solving  (CP), Creativity and Innovation (CI) | | |
| **Reference:** Career Technology Curriculum Pg. 117 | | | | | | | |
| **New words: Business Name, Licensing, Registration, Procedures** | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Begin with a brainstorming session where learners suggest possible names for a fictional business.  Discuss the characteristics of a good business name, such as being memorable, reflective of the business's identity, and easy to spell and pronounce.  Share performance indicators with learners. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Explain the importance of choosing an appropriate name for a business, including considerations like branding, marketability, legal compliance, and domain availability.  Discuss strategies for generating business names, such as using keywords related to the business, incorporating personal or unique elements, and conducting trademark searches.  Introduce learners to the concept of licensing and registration for businesses, including the legal requirements and benefits of obtaining proper licenses and registrations.  Explain the steps involved in the licensing/registration process, such as identifying the type of license/registration needed, preparing necessary documents, submitting applications, and paying fees.  Divide learners into small groups and assign each group a business type or industry (e.g., restaurant, tech startup, clothing store).  Instruct groups to brainstorm and create business names for their assigned industry, considering the criteria discussed earlier.  Facilitate a sharing session where groups present their chosen names and explain the reasoning behind their selections.  Provide reading materials or resources about the licensing/registration processes in Ghana for different types of businesses.  Encourage learners to research online and visit local licensing/registration agencies or websites to learn more about specific procedures, requirements, and timelines.  Ask learners to prepare a brief report or presentation summarizing their findings about licensing/registration procedures for a chosen business type.  Assessment   1. What factors did you consider when brainstorming business names during the workshop? Why are these factors important? 2. Describe the steps involved in the licensing/registration process for a specific type of business. What documents and information are typically required? 3. How does choosing the right business name contribute to brand identity and marketability? 4. What challenges or considerations did you encounter when researching licensing/registration procedures? How can businesses ensure compliance with legal requirements? | | | | | Charts and pictures | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | |  | |

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| **Class:** B9 | | **Class Size:** | | **Sub Strand:** Establishing and Managing a Small Business Enterprise | | | |
| **Content Standard:**  B9.6.2.1 Demonstrate understanding of establishing and managing a small business enterprise | | | **Indicator:**  B9.6.2.1.2: Explain how to manage resources of small business enterprises | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can discuss factors to consider when running and managing a small-scale business | | | | | **Core Competencies:**  Communication and Collaboration (CC),  Critical Thinking and Problem Solving  (CP), Creativity and Innovation (CI) | | |
| **Reference:** Career Technology Curriculum Pg. 118 | | | | | | | |
| **New words: Land, Labour, Capital, Market** | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Ask learners to brainstorm the key factors they think are important when running and managing a small-scale business.  Write their responses on the board and discuss each factor briefly.  Share performance indicators with learners. | | | | |  | |
| PHASE 2: **NEW LEARNING** | Explain the significance of land or physical space for businesses, including considerations like size, suitability for operations, zoning regulations, and accessibility.  Discuss alternative options for land use, such as renting, leasing, or purchasing property, and the implications of each choice.  Discuss the importance of human resources in business operations, including hiring, training, managing, and retaining employees.  Explore concepts related to workforce management, such as job roles, responsibilities, productivity, motivation, and legal considerations.  Explain the role of capital or financial resources in starting and sustaining a business, including funding sources, budgeting, cash flow management, and financial planning.  Discuss strategies for securing capital, such as personal savings, loans, investments, grants, and partnerships.  Divide learners into groups and assign each group a factor to focus on (land, labour, capital, market, location).  Instruct groups to discuss and analyze case studies or scenarios related to their assigned factor, considering challenges, opportunities, and decision-making processes.  Encourage groups to present their findings, solutions, and recommendations to the class.  Assessment   1. How does the choice of location impact a small-scale business's success and operations? 2. What are some strategies for managing human resources effectively in a small business? 3. Discuss the importance of financial planning and capital management for small-scale businesses. 4. How can market research and analysis help small businesses identify opportunities and mitigate risks? | | | | | Charts and pictures | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | |  | |