WEEK 10

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| **Week Ending:**  | **Day:**  | **Subject:** Career Technology  |
| **Duration:** 60MINS | **Strand:** Entrepreneurial Skills |
| **Class:** B7 | **Class Size:**  | **Sub Strand:** Establishing & Managing A Small Business Enterprise |
| **Content Standard:** B7.6.2.1 Demonstrate understanding of establishing and managing a small business enterprise | **Indicator:** B7.6.2.1.4: Identify entrepreneurial opportunities in the locality | **Lesson:**2 of 2 |
| **Performance Indicator:** Learners can Identify common entrepreneurial opportunities within their locality. | **Core Competencies:**CP 6.5: CI 5.4: CI 5.2: CI 6.10: |
| **Reference:** Career Technology Curriculum Pg. 38 |
| **Keywords:** Entrepreneurship, entrepreneur, sole owner business, limited liability, partnership, cooperatives |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Begin with a quick game: Show pictures of people working (e.g., hairdresser, mason, mechanic). Ask: “What job is this?”Then ask: “Do you know someone in your community who does this kind of work?”Link the discussion to how these are business opportunities. |  |
| PHASE 2: **NEW LEARNING** | Briefly explain entrepreneurial opportunity as any chance to start a small business or trade in order to earn income.Ask students: “What types of work do people do in your community to make money?”Guide learners to explore your locality, observe, and interact with entrepreneurs, taking into consideration the safety and welfare of learners. Present and explain various entrepreneurial opportunities found in Ghanaian communities such as:* Mechanical Engineering, Welding, Fitting – fixing machines, metals, or vehicles.
* Hairdressing and Fashion Designing – grooming and sewing clothes.
* Catering – preparing and selling food.
* Car Washing – cleaning vehicles.
* Farming (Fish and Agriculture) – growing crops or raising animals.
* Masonry, Block Work, Tiling, Wood Work – building and making furniture.

For each, describe:* What tools they use.
* What skills are needed.
* How it can become a small business.

Group students. Assign each group one trade. They discuss what they know about that trade in their community:* Who does it?
* What tools are used?
* How do they make money?

Each group shares their findings with the class.Ask advanced learners to suggest how technology (e.g., social media, mobile phones) can help promote these businesses.Learners fill out a worksheet where they:1. List 3 trades they know from their area.
2. Write one tool and one skill needed for each.
3. Suggest one way the trade can be improved or promoted.

Assessment1. What is an entrepreneurial opportunity?
2. Name two trades you can find in your locality.
3. What tool is used by a fashion designer?
4. How can a car washing business make money?
5. True or False: Farming cannot be an entrepreneurial activity.
 | Pictures and charts of food |
| 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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| **Content Standard:** B7.6.2.1 Demonstrate understanding of establishing and managing a small business enterprise | **Indicator:** B7.6.2.1.4: Identify entrepreneurial opportunities in the locality | **Lesson:**2 of 2 |
| **Performance Indicator:** Learners can identify and visit local enterprises related to their trade interests and gather relevant information on business startup, challenges, and solutions. | **Core Competencies:**CP 6.5: CI 5.4: CI 5.2: CI 6.10: |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Begin with a quick game: Show pictures of people working (e.g., hairdresser, mason, mechanic). Ask: “What job is this?”Then ask: “Do you know someone in your community who does this kind of work?”Ask students: “Have you ever visited a workshop, salon, or farm? What did you see? |  |
| PHASE 2: **NEW LEARNING** | Introduce the task: Learners will visit a nearby enterprise (e.g., mason, hairdresser, mechanic, caterer) to collect information.Explain the purpose: To learn real-life experiences about entrepreneurship in their community.Write down the names of some popular enterprises seen in your locality.Demonstrate how to collect information by role-playing an interview. Use these three main questions:* How was the business started?
* What challenges does the business face?
* What are the possible solutions to those challenges?

Model writing the answers in note form and turning them into a paragraph-style report.In groups of 4–5, let students brainstorm which businesses are near their homes or school.Provide interview question sheets for practice.Help them rehearse how to politely ask questions and take notes.Let advanced learners add details like business income sources or marketing methods.Each student presents their findings for presentation in class | Pictures and charts of food |
| 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.  |  |