



Entrepreneurial Studies
Teachers' Guide
Grade 10

(To be implemented from 2015)

Department of Commerce
National Institute of Education
Sri Lanka

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**Department of Commerce
Faculty of Science and Technology
National Institute of Education**

Message from the Director General

The first phase of the new competency based curriculum, with an 8 years curriculum cycle was introduced to secondary education in Sri Lanka in 2007 replacing the existing content based education system with the basic objective of developing the national level competencies recommended by the National Education Commission.

The second phase of the curriculum cycle are to be introduced to grades 6 and 10 starts from 2015. For this purpose, National Institute of Education has introduced a rationalization process and developed rationalized syllabi for these grades using research based outcomes and various suggestions made by different stakeholders.

In the rationalization process, vertical integration has been used to systematically develop the competency levels in all subjects from fundamentals to advanced levels using the bottom up approach. Horizontal integration is used to minimize overlapping in subject content and to reduce content overloading in the subjects to produce more student friendly and implementable curricula.

A new format has been introduced to the teachers' guide with the aim of providing the teachers with the required guidance in the areas of lesson planning, teaching, carrying out activities and measurement and evaluation. These guidelines will help the teachers to be more productive and effective in the classroom.

The new teachers' guides provide freedom to the teachers in selecting quality inputs and additional activities to develop the competencies of the students. The new teachers' guides are not loaded with subject content that is covered in the recommended textbooks. Therefore, it is essential for the teacher to use the new teachers' guides simultaneously with the relevant textbooks prepared by Education Publication Department as reference guides to be more aware of the syllabi.

The basic objectives of the rationalized syllabi and the new format of teachers' guide and newly developed textbooks are to bring a shift from the teacher centered education system into a student centered and more activity based education system in order to develop the competencies and skills of the school leavers and to enable the system to produce suitable human resource to the world of work.

I would like to take this opportunity to thank the members of Academic Affairs Board and Council of the National Institute of Education and all the resource persons who have immensely contributed in developing these new teacher guides.

Director General

National Institute of Education

Message from the Deputy Director General

Education from the past has been constantly changing and forging forward. In recent years, these changes have become quite rapid. The past two decades have witnessed a surge in teaching methodologies as well as in the use of technological tools in the field of knowledge creation.

Accordingly, the National Institute of Education is in the process of taking appropriate and timely steps with regard to the education reforms of 2015.

It is with immense pleasure that this Teachers' Guide where the new curriculum has been planned based on a thorough study of the changes that have taken place in the global context, adopted in terms of local needs based on a student-centered learning-teaching approach, is presented to you teachers who serve as the pilots of the schools system.

An instructional manual of this nature is provided to you with the confidence that, you will be able to make a greater contribution through its use.

There is no doubt whatsoever that this Teachers' Guide will provide substantial support in the classroom teaching-learning process at the same time. Furthermore the teacher will have a better control of the classroom with a constructive approach in selecting modern resource materials and following guide lines given in this book.

I trust that through the careful study of this Teachers Guide provided to you, you will act with commitment in the generation of a greatly creative set of students capable of helping Sri Lanka move socially as well as economically forward.

This Teachers' Guide is the outcome of the expertise and unflagging commitment of a team of subject teachers and academics in the field Education.

While expressing my sincere appreciation of this task performed for the development of the education system, my heartfelt thanks go to all of you who contributed of your knowledge and skills in making this document such a landmark in the field.

M.F.S.P. Jayawardhana
Deputy Director General
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Instructions for using the Teachers' Guide

The subject of entrepreneurial studies was a new subject introduced for Grade 10 and 11 at Senior Secondary level of the school system of Sri Lanka under the curriculum reforms implemented in 2007. The implementation of entrepreneurship education in school can be stated as a global trend in the new millennium. Entrepreneurship skills are very valuable and involve very high level skills possessed by individuals and as such these skills can be developed within the individual. Entrepreneurship involves a manner of people thinking independently and acting accordingly. Therefore there is the possibility of changing the attitudes of individual drastically through entrepreneurship education, thereby a country enjoys the ability of accepting the contribution of such individuals to gain socio-economic benefits for the State. Here, the teacher of entrepreneurship education has to play a vital role. They have to move away from the traditional teacher's role and transform the students to a dynamic learning, entity team when they are provided entrepreneurship education. It is important for teachers to prepare their lessons adopting an exploratory and observational investigative activity. Activities are proposed in the teacher guide for the learning teaching process in relation to all the competency levels of the syllabus.

It is important to focus on the familiar in the preparation of lessons in order to achieve the expected learning outcomes. In addition to this, teachers are expected to use activities and strategies familiar to them without depending solely on the activities proposed here. However, student who study the Entrepreneurial studies subject in grade 10 and 11 are expected to develop a state of mind capable of thinking along entrepreneurial lines.

Entrepreneurship education has been implemented in almost all countries including the European Commission. The publication (March 2013) published by the European Commission under the title "Entrepreneurship Education A Guide for Educators has pointed out how to become an effective entrepreneurial teacher and that it is vital that you consider this matter in extreme depth since you are a teacher of Entrepreneurial Education, with commitment .

- Entrepreneurship education is more than preparation on how to run a business. It is about how to develop the entrepreneurial attitudes, skills and knowledge which, in short, should enable a student to 'turn ideas into action'
- Teachers cannot teach how to be entrepreneurial without themselves being entrepreneurial
- Entrepreneurial competences require active methods of engaging students to release their creativity and innovative skills.
- Entrepreneurial competency and skills can be acquired or built only through hands-on, real life learning experiences
- Entrepreneurial skills can be taught across all subjects as well as a separate subject
- Entrepreneurship education should focus on 'intrapreneurs' as well as entrepreneurs, in light of the fact that most students will use entrepreneurial skills within companies or public institutions

- To give entrepreneurship education real traction, there is a need to develop learning outcomes related to entrepreneurship and related assessment methods and quality assurance procedures for all levels of education. These should be designed to help teachers progress in the acquisition of entrepreneurial knowledge, skills and attitudes

In the teaching learning process it is important to have a thorough knowledge about the content of lessons related to each and every competency of the textbook on entrepreneurial studies. Hence the learning teaching process should be planned using the textbook along with the teacher guide.

Subject Co-ordinator

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Content of the Syllabus

Introduction

The overall goal of entrepreneurial education is to give students the knowledge, attitudes and skills to behave in an entrepreneurial way. The subject of Entrepreneurial Studies was introduced as a new subject for grades 10 and 11 in the senior secondary syllabus when the educational reforms were implemented in the year 2007. The education on entrepreneurship is lifelong education. This is a new trend in the 21st century of the world. Currently almost all the countries in the European Commission implement the policy decision of providing education in entrepreneurship from the primary education onwards. The countries in the European Commission have taken this step as a measure of facing global challenges of the 21st century.

The Practical and technical subjects which are included in the junior secondary syllabi from grades 6-9 in Sri Lanka is the initial stage of this subject. The students who study these subjects acquire foundation knowledge about entrepreneurship and they get the opportunity to improve their knowledge, skills and attitudes through the subject of entrepreneurial studies when they are in grades 10 and 11. Furthermore, they are provided with the opportunity of studying further on entrepreneurship when they pursue the subject, Business studies for their advanced level. Universities too have paved the way for these students when they reach higher education.

This subject which was implemented in the year 2007 has now been modified after making certain changes in order to make it a very interesting subject for students. This was done using the information elicited through surveys conducted on the implementation of this subject in the classroom, and the experiences gained in the field. Mainly, the depth of the content of the subject was reduced, the competencies and the sub competencies were aligned more rationally and the subject content was organized accordingly. The quality of the subject was further developed using feedback from a team of teachers after getting them to teach the new syllabus prepared as above. It is believed that this syllabus is now at the most suitable level for the teaching learning process in grades 10 and 11.

Although the study of entrepreneurship is very useful to individuals and the country, it is a pity, that there are few opportunities for the pursuit of this subject. Therefore, providing students with the opportunity of selecting entrepreneurship for pursuit responsibility of education authorities, principals and teachers of the education system.

National Goals

The national system of education should assist individuals and groups to achieve major national goals that are relevant to the individual and society.

Over the years major education reports and documents in Sri Lanka have set goals that sought to meet individual and national needs. In light of the weaknesses manifest in contemporary education structures and processes, the National Education Commission has identified the following set of goals to be achieved through education within the conceptual framework of sustainable human development. The National Education Commission sees the realisation of these goals as its vision for the education system.

- (i) Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.
- (ii) Recognising and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.
- (iii) Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.
- (iv) Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.
- (v) Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.
- (vi) Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.
- (vii) Preparing individuals to adapt to and manage change, and to develop the capacity to cope with complex and unforeseen situations in a rapidly changing world.
- (viii) Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.

(Extracted from : National Education Commission report, 2003)

Basic Competencies

The following competencies promoted through the education will help to achieve the above mentioned National Goals.

(i.) Competencies in Communication

This first set of competencies is made up of four subsets - Literacy, Numeracy, Graphics and Information Communication skills :

Literacy : Carefully listening, Speaking clearly, Reading for comprehension, writing clearly and accurately.

Numeracy : Using numbers to count, calculate, code and to measure, matter, space and time.

Graphics : Making sense of line and form, expressing and recording essential data, instructions and ideas with line, form, colour, two and three-dimensional configurations, graphic symbols and icons

ICT Competencies: Knowledge of computers, and the ability to use the information technology skills at learning or work as well as in the private life

(ii.) Competencies relating to the Personality Development

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem-solving, critical and analytical thinking, team work, inter-personal relationships, discovering and exploring
- Values such as integrity, tolerance and respect for human dignity.
- Cognition

(iii.) Competencies related to the Environment.

This is the second set of competencies related to the Social, Biological and Physical Environments.

Social Environment: Awareness, sensitivity and skills linked to being a member of multi cultural plural society, social relationship, personal conduct, general and national heritage, legal conventions, rights, responsibilities, duties and obligations.

Biological Environment: Awareness, sensitivity and skills linked to the living world, man and the ecosystem, trees, forests, seas, water, air and life - plant, animal and human life.

Physical Environment: Awareness, sensitivity and skills related to space, energy, fuels, matter, materials and their links to human living, food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, wastes and excretion, media of communication and transport.

(iv.) Competencies related to Preparation for the world of work

Employment related skills to maximize their potential and to enhance their capacity to contribute to economic development; to discover their vocational interests and aptitudes; to choose a job that suits their abilities and; to engage in a rewarding and sustainable livelihood

(v.) Competencies related to religion and ethics

This fourth set of competencies are laden with values and attitudes. It is essential for individuals to assimilate values, so that they may function in a manner consistent with the ethical, moral and religious modes of conduct, rituals and practices in everyday living, selecting the most appropriate.

(vi.) Competencies in Play and Use of Leisure

Competencies that link up with pleasure, joy, emotions and such human motivations. These find expression in play, sports, athletics and leisure pursuit of many types. These also link up with such values as cooperation, team work, healthy competition in life and work. Included here are such activities that are involved in aesthetics, arts, drama, literature, exploratory research and other creative modes in human living.

(vii.) Competencies related to 'Learning to learn

.These competencies flow directly from the nature of a rapidly changing, complex and interdependent and crowded world. Whatever one learns, that learning will need updating and review. This requires that one should be aware of, sensitive and skilful in sustained attention, and be willing to persevere and attend to details that matter in a given situation.

Objectives

- (1) To provide awareness of the basic concept related to entrepreneurship
- (2) To acquire basic knowledge on the nature of business activities and the Economic and Social importance of business.
- (3) To become a real entrepreneur by developing an interest in entrepreneurship.
- (4) To acquire entrepreneurial competencies in order to be able to act successfully in any role in society.
- (5) To build the foundation required to study further in the field of entrepreneurship education.
- (6) To become an individual of high performance calibre.
- (7) To be able to act as a successful entrepreneur adopting oneself to the dynamic business environment
- (8) To acquire a successful approach for involvement in business.

- (9) To become an individual who adds greater value for the economic development of Sri Lanka.
- (10) To become a self - actualized individual who enjoys high economic and social benefits

Assessment and Evaluation

School level

Entrepreneurship is a more practical, Social Science Subject. It is expected to implement the learning - teaching process of this subject so as to make it student- centered as much as possible. The school should plan a suitable assessments program for this. This assessment should be parallel to the learning - teaching process and it could be done by constructing suitable criteria when creating evaluation tools under the school - based evaluation program. It is expected that assessment and evaluation would measure the expected learning outcomes of the proposed activities in the teacher instructions manual planned for this subject. The following model and structure are expected to be followed when preparing question papers for the year and term tests.

There are two question papers as Entrepreneurial studies paper I and II for which answers should be provided within 3 hours.

For Grade 10

Paper - I - A Question paper consisting 25 multiple choice questions covering up to competency 4. Marks $25 \times 2 = 50$

Paper - II - Consisting 6 structured questions covering up to competency 4. Students should answer 5 questions. Marks $10 \times 5 = 50$

For Grade 11

Paper - I - A Question paper consisting 40 objective type questions (multiple and short answers) covering the whole syllabus. 40 Marks

Paper - II - 7 Questions consisting structured essay type questions covering the whole syllabus. Students should answer only 5 questions. 12 marks each. 60 marks for 5 questions.

Total time allocated for question paper I and II is 3 hours. Total marks 100

It is proposed to construct questions based on cases in every possible instance when preparing structured questions for the second paper. All the questions in the question paper are expected to be constructed in order to achieve expected learning outcomes.

National level

At the end of Grade 11 A National Level written Examination will be conducted by the Department of Examination.

7.0 Proposed competencies, Competency levels, Content, learning outcomes and No. of periods - Grade 10

XVI

Competency	Competency Level	Subject content	Learning outcomes	No. of Periods	
1. Exhibits interest in becoming an entrepreneur after understanding entrepreneurship and its importance.	1.1	Analyses the concept of entrepreneurship.	<ul style="list-style-type: none"> • Entrepreneurship • Introduction to entrepreneurship • Introduction to concepts associated with entrepreneurship-creativity, innovativeness, risk-taking. • Speciality and significance of entrepreneurship as a human resource. 	<ul style="list-style-type: none"> • Declares own ideas about entrepreneurship • Explains key words associated with the concept of entrepreneurship in simple language. • Discusses the specialty of entrepreneurship in comparison to other resources. 	30 09
	1.2	Examines the interrelationship between entrepreneurship and business	<ul style="list-style-type: none"> • Interrelationship between entrepreneurship and business. • Introduction to business and businessmen • Similarities between the entrepreneur and businessman. • Deference between the entrepreneur and businessman • Various dimensions of entrepreneurs <ul style="list-style-type: none"> • Business entrepreneurs • Social entrepreneurs • Entrapreneurs. 	<ul style="list-style-type: none"> • Discusses the nature of business • Compares the similarities and differences between businessman and entrepreneur • Explains with examples the various types of entrepreneurs. 	06

Competency	Competency Level	Subject content	Learning outcomes	No. of Periods
	1.3 Inquiries about specific characteristics of entrepreneurs	<ul style="list-style-type: none"> • Specific characteristics of entrepreneurs <ul style="list-style-type: none"> • Creativity • Innovativeness • Risk-taking • Visionary • Environmental sensitivity and Recognition of opportunities • Optimistic • Achievement orientation • Internal locus of control • Autonomy • Flexibility • Passion • Initiative • Common characteristics of entrepreneurs <i>Eg:</i> <ul style="list-style-type: none"> • Dedication • Self-awareness • Self motivation • Information seeking 	<ul style="list-style-type: none"> • Distinguishes specific entrepreneurial characteristics from given personal characteristics. • Highlights self possessed entrepreneurial characteristics by matching them with entrepreneurial characteristics. • Analyses given entrepreneurial characteristics 	09

Competency	Competency Level	Subject content	Learning outcomes	No. of Periods
	1.4 Examines benefits of entrepreneurship	<ul style="list-style-type: none"> • Benefits of entrepreneurship <ul style="list-style-type: none"> • Benefits to entrepreneurs <ul style="list-style-type: none"> • Creation of own destiny • Non- monotonous • Ability to reach full potential • Self sufficiency • Maximum scope for growth and opportunity for individuals • Generation of impressive profits • Ability to contribute to social welfare • Freedom and higher self esteem • Benefits to national economy <ul style="list-style-type: none"> • Job creation • Maximum utilization of resources • Improvement in quality of life • Regional development • Introduction of new goods and services through innovations' • Minimization of discrepancy in income distribution. • Earning of foreign exchange • Creation of a sovereign and independent economy and a nation. 	<ul style="list-style-type: none"> • Discusses specific benefits gained by an individual by being an entrepreneur • Presents reasons for the preference given by certain people to business instead of selecting a job as a living. • Shows how entrepreneurs contribute to the development of the national economy 	06

Competency	Competency Level	Subject content	Learning outcomes	No. of Periods
	<p>2.2 Studies the major roles played by an entrepreneur in a small scale business.</p>	<ul style="list-style-type: none"> • Major roles of an entrepreneurs in a small scale business <ul style="list-style-type: none"> • Introduction • Major roles <ul style="list-style-type: none"> • Owner • Leader • Manager • Functions of the above roles 	<ul style="list-style-type: none"> • Explains the major roles played by an entrepreneur in his own business • Provides examples of the functions performed in relation to the roles of an entrepreneur • Discusses the influence of each entrepreneurial role of an entrepreneur on the success of a business 	05
	<p>2.3 Reveals the managerial and leadership skills that should be developed by an entrepreneur in order to conduct a small scale business successfully.</p>	<ul style="list-style-type: none"> • Basic skills an entrepreneur should possess in order to perform the managerial and leadership roles successfully. <ul style="list-style-type: none"> • Introduction • Technical • Human • Conceptual • Team work • Getting and giving information • Counselling • Setting the example • Representing the group 	<ul style="list-style-type: none"> • Points out the basic skills an entrepreneur should possess in order to perform management and leadership roles successfully. • Explains the given management and leadership skills briefly. • Shows how management and leadership skills contribute towards the success of a business 	05

Competency	Competency Level	Subject content	Learning outcomes	No. of Periods
3. Analyses the business environment as an entrepreneur	3.1 Examines environmental factors separately in order to study the business environment.	<ul style="list-style-type: none"> • Business environment <ul style="list-style-type: none"> • Introduction • Importance of studying the business environment • Classifying the business environment <ul style="list-style-type: none"> • Internal environment • External environment 	<ul style="list-style-type: none"> • Explains the business environment • Discusses the importance of considering the business environment as an entrepreneur • Classifies the business environment in order to facilitate study. 	20 03
	3.2 analyses the influence of internal forces on the business environment	<ul style="list-style-type: none"> • Internal environment and its influence <ul style="list-style-type: none"> • Internal environment and its factors • Strengths and weaknesses that evolve through the internal environmental factors 	<ul style="list-style-type: none"> • Explains internal environmental factors with examples • Evaluates the identified strengths in the internal environment of a business. • Proposes remedies for the identified weaknesses in the internal environment of a business. 	05

Competency	Competency Level	Subject content	Learning outcomes	No. of Periods
	<p>3.3 Analyses the influence of external forces on the business environment.</p>	<ul style="list-style-type: none"> • External environment and its influence. • External environment and its factors • Opportunities and threats that evolve through the external environmental factors. 	<ul style="list-style-type: none"> • Explains external environmental factors with examples. • Evaluates the identified opportunities in the external environment of a business. • Proposes remedies for the identified threats to the external environment of a business. 	<p>06</p>
	<p>3.4 As an entrepreneur Explores the economy of Sri Lanka.</p>	<ul style="list-style-type: none"> • Nature of the Sri Lankan economy • Major business / production sector of the Sri Lankan economy. <ul style="list-style-type: none"> • Primary • Secondary • Tertiary • Abundant resources in Sri Lanka • Environmental trends. 	<ul style="list-style-type: none"> • Explains major business sectors of the Sri Lankan economy with examples. • Presents examples of the abundant resources available to use by business. • Discusses the importances of paying attention to the trends in the business environment as an entrepreneur. 	<p>06</p>

Competency	Competency Level	Subject content	Learning outcomes	No. of Periods
4. Exhibits pre-reading to start a viable business.	4.1 Reveals the decisions to be taken before starting a business.	<ul style="list-style-type: none"> • Decisions to be taken before starting a business <ul style="list-style-type: none"> • Total commitment to the business. • Basis for the product or service of the business • Market • Competition • Adequacy of earnings • Raising of capital • Sole proprietorship or partnership • Location 	<ul style="list-style-type: none"> • Discusses the important decisions that should be taken before starting a business. • Proposes solutions to the problems that may emerge when starting a business. • Proposes optimum solutions using the given information to the problems that may emerge when starting a business. 	24 04
	4.2 Inquires about alternative methods of approaching the market when starting a new business.	<ul style="list-style-type: none"> • Alternative methods of approaching the market when starting a new business. <ul style="list-style-type: none"> • Existing goods or services for existing market • A new goods or service for existing market. • Existing good or service for new market. • new goods or services for a new market. 	<ul style="list-style-type: none"> • Points out alternative methods of approaching the market when starting a business by an entrepreneur. • Discusses advantages and limitations of alternative methods of approaching the market by an entrepreneur. • Explains strategies that can be used by an entrepreneur to approach the market when starting a business. 	05

Competency	Competency Level	Subject content	Learning outcomes	No. of Periods
		<ul style="list-style-type: none"> • Entry strategies for a new business <ul style="list-style-type: none"> • Unique product or service • Product differentiation • Nitch market • Innovation 	<ul style="list-style-type: none"> • Explains business ideas with examples • Explains with reasons the importance of a good business idea to an entrepreneur • Provides examples of sources generating business ideas 	05
	4.3 Selects a business idea for a business.	<ul style="list-style-type: none"> • Selecting a business idea <ul style="list-style-type: none"> • Business idea concept • Importance of a good business idea • Sources of business ideas. 	<ul style="list-style-type: none"> • Explains the difference between a business idea and a business opportunity. • Shows criteria that can be used to assess a good business opportunity • Points out the action that can be taken to obtain legal protection for a new product. 	10
	4.4 Assesses the suitability of a business opportunity.	<ul style="list-style-type: none"> • Converting business ideas into business opportunity <ul style="list-style-type: none"> • Introduction to business opportunity • Distinction between business ideas and opportunities • Characteristics of a good business opportunity • Selecting a good businesses opportunity. • Obtaining legal protection for the selected business idea. 		
				90

Instructions for the teaching learning process

Competency 1 : Exhibits interest in becoming an entrepreneur after understanding entrepreneurship and its importance.

Competency Level 1.1 : Analyses the concept of entrepreneurship.

No. of Periods : 09

Learning Outcomes:

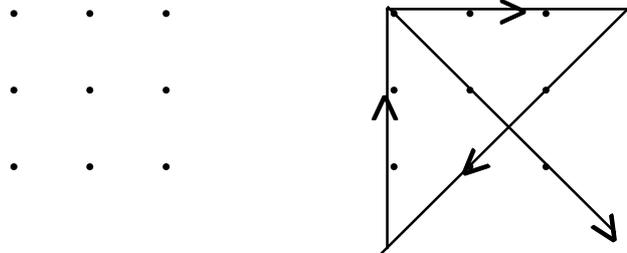
After completion of the lessons under this competency level the students will be able to :-

- Declare one's own view about entrepreneurship.
- Explain the following key words associated with the concept of entrepreneurship in simple language.
 - Creativity.
 - Innovativeness.
 - Risk-taking.
- Discuss the uniqueness of entrepreneurship in comparison to other resources.

Instructions the lesson planning :-

To begin with, ensure that you thoroughly understand the subject content in the syllabus and the related subject matter in the text book in relation to this competency level. Then, focus attention on the following instructions.

- Discuss the evolution of entrepreneurship with students and then point out various ideas put forward by professionals. Later, give the current definition for entrepreneurship and analyse same.
- Use annexure in 1.1.1 and lead students in the activity.
- Conduct a discussion highlighting the given subject matter taking an entrepreneur who is known to you and students as an example based on the nature of their products, their new products, and the growth of his/her business.
- If you have an opportunity, invite a successful entrepreneur and give the opportunity for students to discuss his or her path to success.
- Emphasize the facts based on views on entrepreneurship when explaining the views given. After that, discuss with the students about the nature of the business activities, their new products and their present developments with regard to certain entrepreneurs known to them.
- Tell the students that there are entrepreneurs who conduct their businesses on a small scale, had started small but later had become large scale, and are also engaged in business activities at international level. Then enrich the discussion in relation to their new products.
- Use the following activity to approach the lesson on basic terms related to the concept of entrepreneurship.



Students are expected to join the 9 dots above, with four (4) straight lines without lifting their pens.

- Tell the students that the above activity could be done correctly using creative thinking. Later, introduce the three main concepts related to entrepreneurship. When explaining creativity, give examples of barriers to creativity and ways to enhance creativity.
- Point out that new products will not be created without the contribution of entrepreneurs even with all the resources required for innovation.
- Emphasize the importance of entrepreneurs based on the subject matter.
- Prepare about 10 questions with two - fold answers and get the students to attempt them.
Eg.:
 1. Entrepreneurship is the most important resource among the production resources. (True / False)
 2. Entrepreneurship is a highly personal characteristic possessed by individuals. (True / False)
 3. Entrepreneurship developed very recently in people. (True / False)
- Get the students to collect information about the entrepreneurs who received awards for entrepreneurship in Sri Lanka.

- Select the terms suitable for the words in list **A** from the list **B** and write the relevant number on the dotted lines given against the words in list **A**.

A	B
Land	1. Accountant
Labour	2. Machinery & equipment
Capital	3. Innovation
Entrepreneurship	4. Raw material
	5. Making a change
	6. Water
	7. High ways
	8. Principal
	9. Motor vehicles
	10. Adding a value to goods/services

Key words/ Concepts

- Entrepreneurship
- Creativity
- Innovation
- Risk- Taking
- Production resources

Quality inputs

- Grade 10 text -chapter 1
- The activity in annexure 1.1.1.

Criteria for assessment and evaluation

- Explains the concept of entrepreneurship including basic terms such as creativity, innovation and risk-taking.
- Explains in simple form the following terms associated with the concept of entrepreneurship.
 - i. Creativity
 - ii. Innovativeness
 - iii. Risk-taking
- Explains how the concept of entrepreneurship differs from the other resources like land, labour and capital and the necessity of entrepreneurship in order to utilize these resources for production.

Draw a picture of an individual on a bristol board or demi paper and name the following organs on it.

1 Eye 2 Brain 3 Ear 4 Nose 5 Neck 6 Heart 7 Mouth 8 Hands 9 Fingers 10 Foot

11 toes 12 Backbone

Present the picture to the class and ask the student why of each organs given in the picture is important to the individual. Write the responses on the board. Finally lead a discussion on how important the given organs for an entrepreneur based on the following information. Then it is essential to emphasize that an entrepreneur is a more special character than an ordinary person.

- | | |
|----------|---|
| Eye | - For seeking out opportunities and establish vision. |
| Brain | - For generating creative ideas. |
| Ear | - For listening to the advice of those with knowledge and experience. |
| Nose | - For keeping to the ground and sensing change and opportunities. |
| Neck | - For sticking out and taking risks. |
| Heart | - For the commitment, perseverance to stick with it and burst with pride when goals are ahead |
| Mouth | - For effective communication |
| Hands | - For hugging members of the team that will determine the success. |
| Fingers | - For counting the learning opportunities from any mistakes/failures. |
| Foot | - For leaping over the many barriers and obstacles you will encounter. |
| Toes | - For moving ahead and walking paths of adventure. |
| Backbone | - For the confidence to believe in one's ability and to move ahead. |

- Competency 1** : Exhibit interest in becoming an entrepreneur after understanding entrepreneurship and its importance.
- Competency Level 1.2** : Examines the inter-relationship between entrepreneurship and business.
- No. of Periods** : 06

Learning Outcomes:

After completion of the lessons under this competency level the students will be able to :-

- Discuss the nature of business.
- Compare the similarities and differences between businessman and entrepreneur.
- Explain with examples the various types of entrepreneurs.

Instructions for lesson planning :-

To begin with ensure that you thoroughly understand the subject content in the syllabus and the related subject matter in the text book in relation to this competency level. Then, focus your attention on the following instructions.

- Ask what business is and get responses through brain storming. (5 minutes adequate).
- Introduce business concept and features of business after taking into consideration the students' responses.
- Use the interview given in annex 1.2.1 when explaining the difference between the businessman and the entrepreneur. This may be introduced to the class by way of a role play, selecting 3 students to play the roles of the journalist, Vishva and Charith. Later identify the differences and similarities between the entrepreneur and the businessman. Using the information identified explain the differences and similarities between the businessman and the entrepreneur.
- Give examples of business entrepreneurs, social entrepreneurs and entrepreneurs
- Instruct the students to collect and present the following information with regard to a businessman or an entrepreneur known to them. Here, they have to do the following :
 - Identifying 5 entrepreneurs/businessmen.
 - Giving their names and judging with reasons whether they are businessmen or entrepreneurs.

The following table should be used for this purpose.

Name of business	Whether the owner is an entrepreneur or a businessman	Reason for the judgement
01. 02. 03. 04. 05.		

Present the statements given in the following table and ask them to decide whether the person discribed in the statement is an entrepreneur or a businessman and mark"√" in front of the relevant place.

	Businessman	Entrepreneur
01. Nimal gets benefits by responding to the changes in the environment.		
02. Pabilis's business is the same as at its inception.		
03. The principal Vipulasena transformed a school which was about to close into a popular school.		
04. Bill Gates is a giant in the field of computer industry.		
05. Wimalasena, who is selling cosmetics has achieved success through selling his items from door to door.		
06. Jayasena, a motor spare parts dealer, always disturbs the same type of business which is about to be started close to his business.		
07. Rupasena had to close down his business as he was not able to repay the loan.		
08. The new director was successful in transforming an inactive government hospital into a hospital complex which provides real health care.		
09. Jayasena has some three wheelers for hire.		
10. Rodrigo earns more benefits by converting his cultivation to carbonic fertiliser.		

- In order to explain about different types of entrepreneurs, identify as many such entrepreneurs as possible and give them as examples.

Key words/ Concepts

- Needs and wants
- Business
- Businessman and entrepreneur
- Business entrepreneurs
- Social entrepreneurs
- Intra entrepreneurs

Quality inputs

- Grade 10 text book - chapter 2
- Three copies related in annexe 1.2.1

Criteria for assessment and evaluation

- States the Business concept including the characteristics of business.
- Presents features that are similar in a businessman and an entrepreneur.
- Shows features by which an entrepreneur and a businessman differ from each other.
- Gives an example each of Business entrepreneurs, social entrepreneurs and intrapreneurs.

Annexture 1.2.1

The following is some information related to an interview conducted by a media person on the program called "Business", with two famous individuals who are presently engaged in business activities.

- Media person** : Tell us briefly about your business activities.
- Charith** : I am carrying on the business which my father ran. I am satisfied with it. My father is also a popular businessman in the area.
- Vishwa** : This business was inherited by my father from my grand father. Both ran a workshop manufacturing iron and steel implements. Today I manufacture many impliments used in the kitchen and farm and send them to the market.
- Media person** : Many new businesses have been set up in this area now. What do you think of it?
- Charith** : It is a problem indeed. But then there are customers who are loyal to this place. They come to deal with me.
- Vishwa** : That is a very good thing. When the number of customers who come to this area increase, they come to my business too. I should know how to attract them.
- Media person** : What are your future plans?
- Charith** : I will carry on the business in the same way. You never know what can happen if you go to make many changes. My children will improve this business after me.
- Vishwa** : I have no idea of sticking to this. There is a plan to improve the business according to what is happening in the environment.
- Media person** : It is not like those days. Today, transactions with foreign countries have increased. What do you think of it?
- Charith** : Only the name is there in foreign goods. Better products are produced in Sri Lanka. If the prices are low, customers buy them.
- Vishwa** : It is always good to know what is happening in the world. Customers are intelligent today. You can't force them to buy our products. We should know to give them what they really need.

Competency 1 : Exhibits interest in becoming an entrepreneur after understanding entrepreneurship and its importance.

Competency Level 1.3 : Inquires about specific characteristics of entrepreneurs

No. of Periods : 09

Learning Outcomes:

After completion of the lessons under the this competency level the students will be able to :-

- Distinguish between specific entrepreneurial characteristics from given personal characteristics.
- Highlight self possessed entrepreneurial characteristics by matching them with entrepreneurial characteristics.
- Analyse given entrepreneurial characteristics.

Instructions for lesson planning :-

To begin with, ensure that you thoroughly understand the subject content in the syllabus and the related subject matter in the text book in relation to this competency level. Then, focus your attention on the following instructions.

- A game is proposed for the learning-teaching process in relation to this competency level. Present the following concept of "Johari Window" to the class" in order to approach the game and the lesson.
- For this event, invite student to front of the class. Get particulars about the student from other students of the class. Fill the "Johari window" using the information recieved.

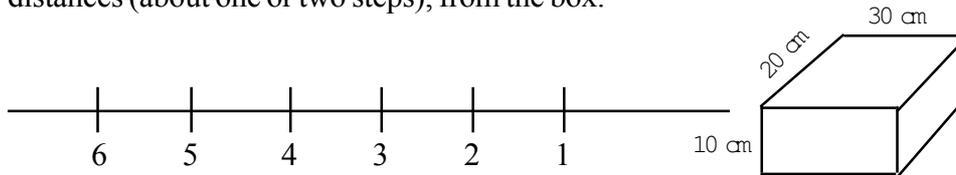
The Johari Window

	Known to self	Not known to self
Known to others	Open	Blind
Not known to others	Hidden	Unknown

- Emphasizing that it is important to get little in the unknown cell.
- Point out to the students the usefulness of knowing their own strengths and weakneses.
- Then study the instructions given for the game in below.
- It is necessary to take two consecutive periods to review the game.
- Explain each entrepreneurial characteristic after completing the game.

Instructions for game to explore entrepreneurial characteristics.

- Divide the class into two or more groups.
- Give the groups three newspapers each.
- Find a suitable place to keep a box of length of about 20 cm, width about 30 cm, height about 10 cm as illustrated in the following picture. Then mark 1, 2, 3, 4, 5,6, leaving parallel distances (about one or two steps), from the box.



- Instruct the students to make paper balls using the newspapers given.
- Instruct each member of the group to come and throw the ball into the box from any distance they like.
- Marks will be offered according to the place played from
 - The game is played in three rounds. Each member gets three turns each round.
 - Let the students play freely in the first round. At the end of the first round inform the students that they can use strategies from the second round onwards to disturbing the players while they play in order to prevent them from getting points. At the beginning of the third round, tell the students that they will lose marks for unsuccessful attempts.
 - First, the teacher should play and demonstrate it to the students. Then each group should be given an opportunity to rehearse.
 - The marks obtained by students should be recorded on a chalk/white board.
 - Observe the behaviour of the students while they play. Keep them in mind to compare them with entrepreneurial characteristics at the end when reviewing the session.
 - The most important part here is, the style of obtaining marks, behaviour of students, and analysing the way students play.
 - While the students play, marks should be given allowing the students to see them. The students who do not participate in the game could be assigned to record the marks.
 - An attempt should be made to make the game competitive.
 - Entrepreneurial characteristics should be clarified taking into consideration the marks obtained by each group and each member in the group, highlighting the subject matter included with regard to the competency level.
- At the end of the lessons related to the competency level,
 1. Give the students the self evaluation questionnaire on entrepreneurial characteristics included in 1.3.2 (Photo copies or get the students to copy same).
 2. The following are the entrepreneurial characteristics expected to be measured through each question and the expected response for each.

If some students do not possess such characteristics, emphasize that these characteristics could be developed through training and experience.

Tell them that they have to be very honest when answering the questionnaire and also that the correct answers should be confined to 'yes' or 'no' responses.

Question No.	Suitable answer	Entrepreneurial Characteristics
01	Yes	Persistence
02	Yes	Tolerance
03	No	Self confidence
04	Yes	Information seeking
05	Yes	Leadership
06	Yes	Optimistic
07	No	Undertaking challenges
08	No	Innovativeness
09	No	Risk taking
10	Yes	Flexibility
11	Yes	Creativity
12	No	Achievement oriented
13	No	Internal locus of control
14	Yes	Environmental sensitivity
15	Yes	Visionary

Key words/ Concepts

- Special characteristics of entrepreneurs

Quality inputs

- Grade 10 text - chapter 1
- Included Material for the game

Assessment and Evaluation

- Expresses the entrepreneurial characteristics possessed by them.
- Differentiates between entrepreneurial characteristics from general personal characteristics when all are given together.
- Explains the meanings of the entrepreneurial characteristics given.

Annexure 1.3.1

Questionnaire to evaluate entrepreneurial characteristics

- | | |
|--|--------|
| 01. I keep on trying to achieve my objectives in spite of any obstacles I encounter. | Yes/No |
| 02. I have the ability to resist anything. | Yes/No |
| 03. I get discouraged when my expectations are not met. | Yes/No |
| 04. I gather a great deal of information before I start doing a certain task. | Yes/No |
| 05. I have the ability to persuade others to accept my ideas. | Yes/No |
| 06. I strongly believe that I will succeed in whatever I try to do | Yes/No |
| 07. I do not try to do difficult tasks. | Yes/No |
| 08. I am satisfied with the existing solution rather than seek a novel solution. | Yes/No |
| 09. I prefer to do something that exists than getting into trouble by trying to do new things. | Yes/No |
| 10. I do not hesitate to change my decision if and when necessary. | Yes/No |
| 11. I prefer to do a new thing very often. | Yes/No |
| 12. I prefer to do only things that I think will be successful. | Yes/No |
| 13. I believe most of my tasks are successful because of luck. | Yes/No |
| 14. I am always sensitive to the changes in the environment. | Yes/No |
| 15. I have a clear target as to who I should be in the future. | Yes/No |

Competency 1 : Exhibits interest in becoming an entrepreneur after understanding entrepreneurship and its importance.

Competency Level 1.4 : Examines benefits of entrepreneurship.

No. of Periods : 06

Learning Outcomes:

After completion of the lessons under this competency level the students will be able to :-

- Discuss specific benefits gained by an individual by being an entrepreneur.
- Present reasons why preference is given by certain people to business instead of selecting a job as a means of living.
- Show how entrepreneurs contribute to the development of the national economy.
- Compare benefits gained by an individual by being an entrepreneur and by being an employe.

Instructions for lesson planning :-

To begin with ensure that you thoroughly understand the subject content in the syllabus and the related subject matter in the text book in relation to this competency level. Then, focus your attention on the following instructions.

- Brainstorm by asking what the students are hoping to be in future after finishing their studies when approaching the first lesson under this competency level.
- Then divide the students into two groups as the students who like to do jobs and the students who like to be self-employed. Then find out the reasons for their selection by asking questions from the students in the groups.
- Give the students the case of "Sisira's Business" included in annexe 1.4.1 and get the students to engage in exploration.
- Give the groups the following topics to collect information about, for the exploration.
 01. Benefits to Sisira from the business
 02. Benefits to the country from the business.
- Give them information on the benefits of business entrepreneurship related to the above facts.
- Another alternative is to get two groups of selected students to debate on "Becoming an entrepreneur is more beneficial than becoming an employee". Accordingly explain further the subject matter included.
- Questioning, lecture and discussion method can be used when providing information to the students on the benefits to the local economy from entrepreneurship. Highlight the related subject matter conducting a discussion by questioning students about the benefits of entrepreneurs starting and developing businesses. Examples are expected to be presented here.

Relate the following statements in the table to the employee and the entrepreneur.

Criteria considered for benefits	Employee	Entrepreneur
<ul style="list-style-type: none"> • Risk on earnings. • Behaviour of income • Ability to implement self decisions. • Required educational and other qualifications. • Freedom and autonomy • Using own potentials/skills • Time/ period one can work (Age and daily hours) • Monotonous or diverse • Comparative condition/level of life • Social acceptance 		

Give the feedback on evaluating this exercise.

Key words/ Concepts

- Entrepreneurial benefits for the individual

Quality inputs

- Grade 10 text - chapter 3
- Copies relevant to the annexe 1.4.1

Criteria for assessment and evaluation

- States 05 benefits an individual gains by becoming an entrepreneur.
- States 05 factors which motivate individuals to do business.
- States 06 benefits derived by the economy from entrepreneurship.
- Prepares a table comparing the benefits received by an individual by becoming an employee and by becoming an entrepreneur.

Sisira's Business

Sisira is forty years old. He lives in Matara. He was young when he first came to Matara. His father worked as a cook in a restaurant. After leaving school, Sisira entered a technical institute and followed a two year

course in tailoring. He joined a garment factory in Matara after leaving school.

After serving two years in that factory he decided to start his own business using the experience he had gained by working there. He invested the bank loan obtained from a commercial bank in this business, along with his savings.

Sisira rented a room in a trade centre near his house as it facilitated his business activities. He hired four efficient tailors to cut and sew dresses after purchasing four sewing machines and material. Initially he produced dresses, trousers and shirts. His products were displayed in his store, in order to facilitate customers to come and buy. Later, he accepted orders to supply uniforms. He needed five efficient full-time employees and two part-time employees to complete these orders. He had to purchase three more sewing machines. Sisira could supply these orders and also his customers were satisfied with his products. As he needed more space when his business expanded, he purchased a large building in a popular area in the city. He continuously supplied uniforms to two firms and also produced garments to be sold to other customers. At this stage, he had to employ an accounts clerk to handle cash and to record transactions of the business and also an assistant for him.

Sisira organized an exhibition in Colombo in order to advertise his products among local customers as well as foreign customers. He got an opportunity to export his products to one neighbouring country once he had completed his first two exhibitions.

Sisira is now very close to his customers. His customers like him for his honesty. His employees also love him and they are very loyal and dedicated to the work. Five of his employees have worked for more than ten years in this business. His employees and customers used to call him by the pseudonym "Fashion" (Pet name). He has accepted this name as he likes it. Sisira pays his employees a good salary. He has organized an insurance scheme also for them. An allowance for travelling is also paid in addition to their salary. He has made arrangements to give them promotions also.

Special instructions

- Resource persons can be hired to inform students about the subject matter related to the benefits of entrepreneurship. Accordingly, they can be allowed to engage in an activity so as to highlight related subject matter by getting them to listen to his speech.

- Competency 2** : Inquires about roles played by an entrepreneur in a small scale business.
- Competency Level 2.1** : Reveals the relationship between entrepreneurship and small-scale business.
- No. of Periods** : 06

Learning Outcomes:

After completion of the lessons under this competency level the students will be able to :-

- Explain the characteristics of a small scale business.
- Show the usefulness of a small scale business to an economy like that of Sri Lanka.
- Present proposals to overcome factors influencing the failure of small scale businesses.

Instructions for lesson planning :-

To begin with ensure that you thoroughly understand the subject content in the syllabus and the related subject matter in the text book in relation to this competency level. Then, focus your attention on the following instructions.

- Engage students in a brain storming session by giving small businesses in the area as examples and asking them to describe the common features in them.
- Conduct a discussion highlighting the small scale businesses and their features, taking into consideration the students' responses.
- Present to the class at least two definitions given by institutions for individuals regarding small scale businesses whenever possible.
- Take steps later to clarify related subject matter using the lecture and discussion method.
- Disclose information related to the following facts by taking the students on an observation tour of an established business firm in the area if possible.
 - The initial stage of the business and its present situation.
 - Features or characteristics of that business.
 - Strengths and weaknesses of the business identified by students.
 - Proposals of students for further development of the business.
- At the end of the lessons related to competency level, students could be engaged in the following activities.
 - Divide the students into 03 groups.
 - Assign to each group the followig topics by drawing lots.
 - i. Importance of small scale businesses to Sri Lanka.
 - ii. Strengths and limitations of small scale businesses.
 - iii. Proposals for the success of small scale businesses.

- Conduct a contest under the following conditions to measure the knowledge of students.
 - Give the opportunity to the first to group number 01 to present an answer related to the topic (Time - 30 seconds)
 - Give 10 marks if the answer related to the topic is presented by someone from that group.
 - If the answer is not presented by that group during the given time, that opportunity should be given to another group. Give 05 marks for the answer given by that group.
 - Follow this Procedure for the other groups.
 - Conduct the competition through 05 rounds like this.
- It is proposed to engage students in the following activities in order to reinforce further the subject matter learned.

On an attractive topic such as "Mother Lanka is fed by small businesses", give students an opportunity.

- To write an essay
or
 - To give or speech
or
 - Write a letter either to a magazine published for businessmen or for the school
or
 - To display on the wall newspaper of school
- Get the responses of children by presenting a list of 10 questions with preferences covering the subject matter included in this competency level.

Examples

- The small business sector is the sector of greater importance in any economy. (True / False)
- Small scale businesses are identified based on capital investment. (True/False)
- The initial stage of many successful entrepreneurs is a small scale business. (True/False)
- Market gaps pave the way for small scale businessmen to enter the market. (True/False)
- High percentage of innovations are made by small scale business. (True/False)

Key words/ Concepts

- Small scale business
- Characteristics of small scale business
- Benefits of small scale business
- Weaknesses of small scale business

Quality inputs

- Grade 10 text book - chapter 4
- Definition of small scale business

Criteria for assessment and evaluation

- Presents 06 features of small scale businesses.
- Presents 06 benefits of small scale business to Sri Lanka.
- Mentions 05 reasons for the failure of small scale businesses.
- Proposes action that can be taken to prevent small scale businesses from failing due to the reasons which influence the failure of small scale businesses.

Competency 2 : Inquires about roles played by an entrepreneur in a small scale business.

Competency Level 2.2 : Studies the major roles played by an entrepreneur in a small scale business.

No. of Periods : 05

Learning Outcomes :

After completion of the lessons under this competency level the students will be able to :-

- Explain the major roles played by an entrepreneur in his own business.
- Provide examples of the functions performed in relation to the roles of an entrepreneur.
- Discuss the influence of each entrepreneurial role of an entrepreneur on the success of a business.

Instructions for lesson planning :-

To begin with ensure that you thoroughly understand the subject content in the syllabus and the related subject matter in the text book in relation to this competency level. Then, focus attention on the following instructions.

The game called 'Lion, Lady and the Hunter' could be used to engage or enter the first lesson of this competency level. Students could be convinced through this game that each character plays different roles. (For instructions see annexure 2.2.1)

Students could be directed to discover the functions related to the management and leadership roles through an activity mentioned below.

- Divide the students in the class into two groups and give the following two topics to the two groups.
 1. Management role of the principal.
 2. Leadership role of the principal.

Instruct the groups to list the functions related to the topic received by the group, after studying the functions of the principal of their school.

Prepare the students to present the information discovered/collected by them creatively to the whole class. After the presentations inquire as to how they can develop their ideas further. Explain the lesson after taking into consideration the information discovered by the students and also the subject matter given.

Engage the students in the following activities after completing the lessons related to the competency level.

The following is a list of activities in a business owned by a small scale businessman. Mark "√" in the relevant column of the role to indicate which role the entrepreneur plays.

Functions of the businessman	Owner	Manager	Leader
1. Delegation of work among two employees. 2. Adding a new section to the business. 3. Giving an incentive to those who work without taking leave. 4. Investing Rs. 50,000 in the business. 5. Developing a network of relationships with external institutions. 6. Deciding to close down a business section which runs at a loss. 7. Warning an employee who came late to work. 8. Launching a publicity programme to increase sales in the business. 9. Informing the employees about the future activities of the business. 10. Setting an example to the employees. 11. Taking measures to avoid material wastage. 12. Directing employees to engage in their activities.			

- It is proposed to conduct a discussion on a good leader identified in Sri Lanka and engage students in an activity to discover the reasons as to why he should be treated as a good leader.

Key words/ Concepts

- Main roles of an entrepreneur
- Relevant activities of entrepreneurial roles

Quality inputs

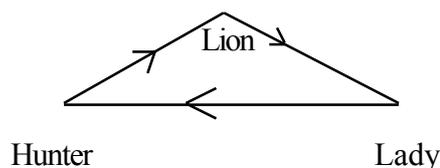
- Grade 10 text - chapter 4

Criteria for assessment and evaluation

- Names the major roles played by an entrepreneur of a small scale business and points out the interrelationship between them.
- Explains the given role played by an entrepreneur in a small scale business.
- States how the entrepreneurial roles of a business helps in the success of the business.

Role Play

- Characters
 1. Lion
 2. Hunter
 3. Lady
- Characteristics
 1. Lady is scared of the lion.
 2. Lion is scared of the hunter.
 3. Hunter is scared of the lady.
- Teacher acts as the judge. He/She collects information with regard to the success or failure of role playing and gives a final decision.
- The diagram shows the relationship between the lion, lady and the hunter.



- Select two groups of students to play the above roles and name the two groups A and B.
- Instruct the students that the groups have to imitate the characters selected by the group. At this point explain that everyone in the groups has to play their role altogether once the teacher gives the signal to start.
- Every time, before they start the role play, give some time to prepare.

Instructions

- Imitate how the lion roars and his dreadful nature and that it is scared of the hunter but not scared of the lady.
- Imitate how the hunter aims his bow and arrow.
- Imitate the lady's pose.
- Selecting the winning team.
 - If one group imitates the lion when the other group imitates the hunter the hunter's group will win.
 - If one group imitates the lion when the other group imitates the lady, the lion's group will win.
 - If one group imitates the lady when the other group imitates the hunter, the lady's group will win.
- After giving the signal to start, give marks to the group which imitates the character successfully?
- If both groups imitate the same character, tell them that both are parallel, and do not give marks to any group.
- This game can be played through about three rounds.

- Competency 2** : Inquires about roles played by an entrepreneur in a small scale business.
- Competency Level 2.3** : Reveals the managerial and leadership skills that should be developed by an entrepreneur in order to conduct a small scale business successfully.
- No. of Periods** : 05

Learning Outcomes:

After completion of the lessons under this competency level the students will be able to :-

- Point out the basic skills an entrepreneur should possess in order to perform management and leadership roles successfully.
- Explain the given management and leadership skills briefly.
- Show how management and leadership skills contribute towards the success of a business.

Instructions for lesson planning :-

To begin with, ensure that you thoroughly understand the subject content in the syllabus and the related subject matter in the text book in relation to this competency level. Then, focus attention on the following instructions.

- The game called "Crossing the marsh" given in annexe 2.3.1 is proposed to present the subject matter related to this competency level.
- Tell the students the past Buddhist story about the "flock of birds" when engage in the lesson. Explain how all the birds got caught in a veddha's net for not respecting the leader and not evincing co-operation and peace. Besides you have the freedom to involve your student in related activities familiar to you.
- Study well the instructions given for the game in annexure 2.3.1.
- Take two consecutive periods for the game.
- Observe the behaviour of the groups and characteristics of students. When the game is going on, analyse the subject matter given using such information.
- When presenting the lesson on leadership to the class give each student a copy of the leadership evaluation form given in annexe 2.3.1 as an engagement. Then evaluate according to the marks obtained by them. Take about 05 minutes for this.
- If you know another game well that can be used to highlight leadership and management skills and also can be played within two hours, you can use that game instead of the game given here.

Key words/ Concepts

- Technical skills
- Conceptual skills
- Ability to work in a group
- Setting an example
- Human skills
- Communication skills
- Counseling skills
- Representing a group

Quality inputs

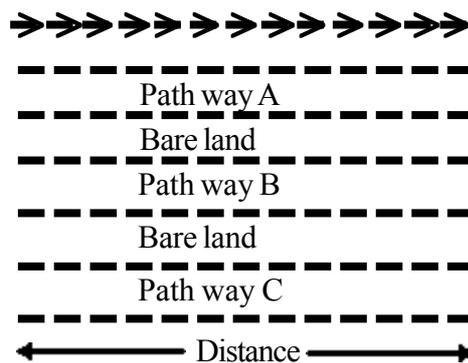
- Grade 10 text book - chapter 4
- Sufficient copies of annexe 2.3.1
- The material for proposed game in annexure 2.3.2

Criteria for assessment and evaluation

- Mentions the leadership and management skills that an entrepreneur should possess in order to conduct a small scale business successfully.
- Explains in brief the meaning of the leadership and management skills given.
- Pointings out how leadership and management skills help in the success of a small scale business.

Annexe 2.3.1

- **Instructions for the game "Crossing the marsh"**
- Select a place outside the classroom like the school grounds. Imagine a site of a length of about 8 metres as the marshy land.
- Mark 3 pathways as A,B,C in the imaginary marshy land as follows.



- Give one foot holder more to the group than the number of students in the group. (Pieces of cardboard of 12" x 8" in size can be used as foot holders)
- Tell the students that the groups have to cross the marsh by using these foot holders.
- Select one or two from each group to observe competition and assign them to opposite groups.

- Tell them that their responsibility is to observe whether the competition takes place according to the conditions given.
- All the students in the group have to walk from the starting area to the finishing area, in the direction shown by the arrows.
- Instruct them that they have to follow the following conditions when crossing the marsh.
- They have to cross only by using the foot holders.
- Foot holders must be touched by some member (hand/foot) all the time.
- If there are foot holders which are not touched by someone, these foot holders will sink and disappear. (Therefore, when there are foot holders that have not been touched by someone, the observers should take them back immediately).
- If the group is unable to protect their foot holders, it will be very difficult for them to cross the marsh.
- Only the given foot holders can be used to cross.
- All the members in the group have to cross it to win.
- The last one to cross has to carry the balance foot holders too.
- Crossing should be done within the given period of time.
- Get two or three students to rehearse the game.
- Give about 20 minutes to all the groups to organize and cross the marsh.
- All the groups have to play the game at the same time.

Leadership qualities

Annexe 2.3.1

Assess the leadership skill of the students by getting their answer "Yes" or "No" for the following questionnaire.

- | | | |
|-----|--|-------|
| 01. | I act with a moderate vision and not with a very distant vision. | ..... |
| 02. | I have the ability to bear the pressure and influences coming from individuals. | ..... |
| 03. | I wish to get advice all the time in order to achieve my targets. | ..... |
| 04. | I like to change the existing situation. | ..... |
| 05. | I try to understand the problem well without giving an instant solution when there is a problem. | ..... |
| 06. | I like to change my usual behaviour in order to achieve my objectives. | ..... |
| 07. | I like to step back in the presence of defeat based on the situation. | ..... |
| 08. | When heavy and important responsibilities are there, I delegate them to suitable members of the group. | ..... |
| 09. | I rely on my maximum strength when doing something. | ..... |
| 10. | I admire success but reject failures. | ..... |
| 11. | When my intimate friends face problems and threats, I help solve them. | ..... |
| 12. | I trust joint effort rather than personal effort when achieving objectives. | ..... |

Award

- | | |
|---|----|
| One mark each for answer "No" to 1, 3, 8, 10 | 05 |
| One mark each for answer "Yes" to 2, 4, 5, 6, 7,9, 11, 12 | 07 |

Competency 3 : Analyses the business environment as an entrepreneur.
Competency Level 3.1 : Examines environmental factors separately in order to study the business environment.

No. of Periods : 03

Learning Outcomes:

After completion of the lessons under this competency level the students will be able to :-

- Explain the business environment.
- Discuss the importance of considering the business environment as an entrepreneur.
- Classify the business environment.

Instructions for lesson planning :-

To begin with ensure that you thoroughly understand the subject content in the syllabus and the related subject matter in the text book in relation to this competency level. Then, focus your attention on the following instructions.

- Having taken the school as an institution, as an example, discuss with the students about the factors that will effect the operational affairs of the school and conduct a brain-storming session with the student.
- Take the students responses into consideration and commence explanation of the business environment.
- Take the "balloon bursting" game as an example to impress on them about the influence of the environment.

Instruction on the game

- Divide the students into two groups.
- Use balloons of 2 colours for the game in accordance with the number of students.
- On each student's hand tie a balloon that is moderately blown.
- Give a signal to blow off the balloons of the other party. Keeping your own balloon guarded.
- Make them play within a limited boundary. (This should not be a disturbance to other classes)
- Discuss and enlighten them on the environmental factors following sports activities.
- Make the students aware of how they have strategically reacted in accordance with the extent and the quality of the environmental influences.
- Make a list of factors that will affect the daily course of your school affairs.
- Make a list of channels by which the principal of the school is informed of the incidents that affect favourably or unfavourably the affairs related to the administration of the school.

Key words/ Concepts

- Business environment
- Internal environment
- External environment

Quality inputs

- Grade 10 text book - chapter 5
- Sufficient balloons for proposed game

Criteria for assessment and evaluation

- Introduces the business environment correctly.
- Explains the emergence of strengths, weaknesses, threats & opportunities due to the changes in the business environment.
- Classifies the business environment as internal and external and names them.

Competency 3 : Analyses the business environment as an entrepreneur.

Competency Level 3.2 : Analyses the influence of internal forces on the business environment.

No. of Periods : 05

Learning Outcomes:

After completion of the lessons under this competency level the students will be able to :-

- Explain internal environmental factors with examples.
- Evaluate the identified strengths in the internal environment of a business.
- Propose remedies for the weaknesses identified in the internal environment of a business.

Instructions for lesson planning :-

To begin with, ensure that you thoroughly understand the subject content in the syllabus and the related subject matter in the text book in relation to this competency level. Then, focus attention on the following instructions.

As a presentation of this lesson get the internal forces which affect the internal affairs of the school and list them out.

Read the following statements and mark the correct answers in the chart with (✓).

Statements	A strength	A weakness	Undecided
1. Irregularities of employee attendance. 2. Location is conveniently accessible to customers. 3. Delay in payment to suppliers of materials to the business. 4. Customers visit the business regularly. 5. The maximum customer-friendly attitudes of the manager. 6. Able to get quality goods at a reasonable price. 7. Drop in sales due to the high price of goods. 8. Owner gives priority to profit (always). 9. Employees show interest in the business. 10. Owner stays firm on his decisions.			

As stated in Annex 3.2.1 let the students study the case of "Samadara" business organization to explore the weaknesses and the strengths of those connected to the organization. This business incident could be transformed into activities after having read it at least twice

Key words/ Concepts

- Forces of the internal environment
- Strength and weaknesses

Quality inputs

- Grade 10 text book - chapter 5
- Sufficient copies of annexe 3.2.1

Criteria for assessment and evaluation

- Explains the internal environment using examples eg. employees, owners.
- Expresses the forces of the internal environment through examples.
- Expresses the weaknesses of the internal forces.
- Presents suitable proposals to overcome the weaknesses of the internal environment.

Annee 3.2.1**Samadara Traders**

Samadara Traders which is situated in Kottawa Rukmalgama is a big retail dealer in household goods from which one could buy any household item one needs. Samadara is the mother of the current owner of the business. Though it does not carry its name in any notice, the name Samadara is well known in the area. The present manager of the business is a lad called Kamal who had been employed by Samadara for her business organization. Some time back he looked into all matters pertaining to the business so efficiently, that some new customers did not know that he would one day become the owner of that business. It seems that the children and grand children of the old consumers still continue their business dealings with their organization. It's not an overstatement to say that some customers only step into any other business establishment only if something was not available at Samadara. The longstanding feature of this business organization is to supply the best quality goods at reasonable prices. This is the only business organization in this areas which opens in the morning and closes late at night without leave for its workers. The workers of this business too have got used to this style of service maintained by the organization and those new workers who find difficulty in maintaining this standard of service will have their services terminated or leave on their own.

The new concept "3 per 200" introduced by Kamal has resulted in increasing the quantum of sales. Though Kamal wants to introduce novelties such as maintaining a self service section, transport large stocks of purchases to the customers homes, take the orders over the telephoning etc., the owner of the business was quite reluctant to do so. This has been the cause of much unhappiness to him. But all the people related to the business believe that success in business amounts to their own services.

Competency 3 : Analyses the business environment as an entrepreneur.

Competency Level 3.3 : Analyses the influence of external forces on the business environment.

No. of Periods : 06

Learning Outcomes:

After completion of the lessons under this competency level the students will be able to :-

- Explain external environmental factors with examples.
- Evaluate the identified opportunities in the external environment of a business.
- Propose remedies for the identified threats to the external environment of a business.

Instructions for lesson planning :-

To begin with ensure that you thoroughly understand the subject content in the syllabus and the related subject matter in the text book in relation to this competency level. Then, focus attention on the following instructions.

The school, for example, inquires from the students as to what operated activities should be undertaken in order to achieve the objectives of the school; make an in-depth study of it. (15 minutes is sufficient for this).

Some education could be given to them about the potential external threats they will face to take in achieving the objectives. It could be demonstrated through the game mentioned below.

1. Ask the students what objective they could fulfill within one minute in the classroom.
2. Make them aware that they will have to face problems from the environment in achieving such objectives. Get some selected students to create problems for them without their knowledge.
3. Name the students who are to participate in this and let them achieve their objectives.
4. Subsequent to a signal given to them lead them to achieve their goal.

Explain to the students that the school is an institution which operates its activities in order to achieve some common objectives. It has to endure external pressures in achieving its objectives. Explain to them through examples that they will have to fight the externally unfavourable forces tactfully.

Give as many suitable examples as possible when presenting the subject matter about different environmental forces.

Give them examples of threats, and opportunities that are borne out of external environmental factors. Ask from the students about such opportunities and threats

01. Use the following chart and read the statement put a (✓) tick in front of the choice.

Environmental Forces Influences of the environmental forces	Forces of the Economic environment	Forces of the Technological environment	Forces of the Demographic environment	Forces of the natural environment	Forces of the social & cultural environment	Forces of the political & legal environment	Forces of the global environment
<ul style="list-style-type: none"> • Impose taxes on imported goods 							
<ul style="list-style-type: none"> • Changing the structure of the population as (Male/Female) 							
<ul style="list-style-type: none"> • Standardization of some goods 							
<ul style="list-style-type: none"> • Purchasing only International standard goods from foreign countries. 							
<ul style="list-style-type: none"> • Floods & erosion due to torrential rains. 							
<ul style="list-style-type: none"> • Severe war between two main countries. 							
<ul style="list-style-type: none"> • Available solar power energy and introduce the machines activated by solar power. 							
<ul style="list-style-type: none"> • Experiment on the use of ancient techniques for higher harvesting. 							
<ul style="list-style-type: none"> • Resettle the people who migrate from their villages due to effects of the war. 							
<ul style="list-style-type: none"> • Use mobile phones as teaching-learning methods. 							

02. Get the students to prepare a chart as above. Let them do it as a group activity. Charts can be exchanged between groups and marks it.
03. State 10 influences of environmental forces from each environment factors. Give them the opportunity to state a threat or an opportunity in accordance with each influence. Award one mark for each correct answer. This can be conducted as a competition and the competition can be implemented as group or individual activities.

Key words/ Concepts

- Forces of the external environment
- Opportunities and threats

Quality inputs

- Grade 10 text book - chapter 5
- Sufficient copies of annexure 3.3.1

Criteria for assessment and evaluation

- States external environmental forces as examples.
- Expresses the threats from the external environment.
- Proposes solutions for the threats from the external environment.

Competency 3 : Analyses the business environment as an entrepreneur.

Competency Level 3.4 : As an entrepreneur explores the economy of Sri Lanka.

No. of Periods : 06

Learning Outcomes:

After completion of the lessons under this competency level the students will be able to :-

- Explain external environmental factors with examples.
- Evaluate the identified opportunities in the external environment of a business.
- Propose remedies for the identified threats to the external environment of a business.

Instructions for lesson planning :-

To begin with, ensure that you thoroughly understand the subject content in the syllabus and the related subject matter in the text book in relation to this competency level. Then, focus attention on the following instructions.

As commencement of the first lesson, in relation to this standard of merits, direct the questions as to the resources that are abundant in Sri Lanka. Let each student name at least 5 such resources of Sri Lanka. Write his answers on the black board. You can take about 5 minutes for the exercise. Highlight the students who gave the most number of correct answers.

Then start a discussion about the historical value of natural resources of Sri Lanka. Subsequent to the discussion, group students into sectors. Distribute the Map of Sri Lanka mentioned in the answers 3.4.1. Get the students to observe or explore based on the instructions given. (One Map for one group)

- Name the resources on map and list them
- List 10 other resources that are not given in the map.
- Let them present these resources under a particular classification
- Get them to write out 10 business enterprises based on each of these resources.
- Instruct the students to write 5 other businesses which do not exist currently. But there will be potentials for these to come into existence in the future.

Compare and contrast specific subject matter that you have made these students groups to present as their findings. You may also carry out the activities mentioned below. instead of the activities mentioned above.

Group your class into 4 different sections. Give each section of students one of the topics below.

- Mineral resources of Sri Lanka
- Natural resources of Sri Lanka
- Industries in Sri Lanka
- Ancient ruins and archeology of Sri Lanka

After completing the lessons above connected to the competency levels, give the following activities.

1. Identify resources in your area which could be obtained and list them under the following headings.
 - i. Geographical resources
 - ii. Man made resources
2. Name the industries/ businesses that have emerged based on the resources mentioned above.
3. Make them list out the businesses which have not been set up yet but can be established in the future based on the resources available.

Key words/ Concepts

- Primary sector of Production
- Secondary sector of production
- Tertiary sector of production

Quality inputs

- Grade 10 text book - chapter 5
- Maps of Sri Lanka

Criteria for assessment and evaluation

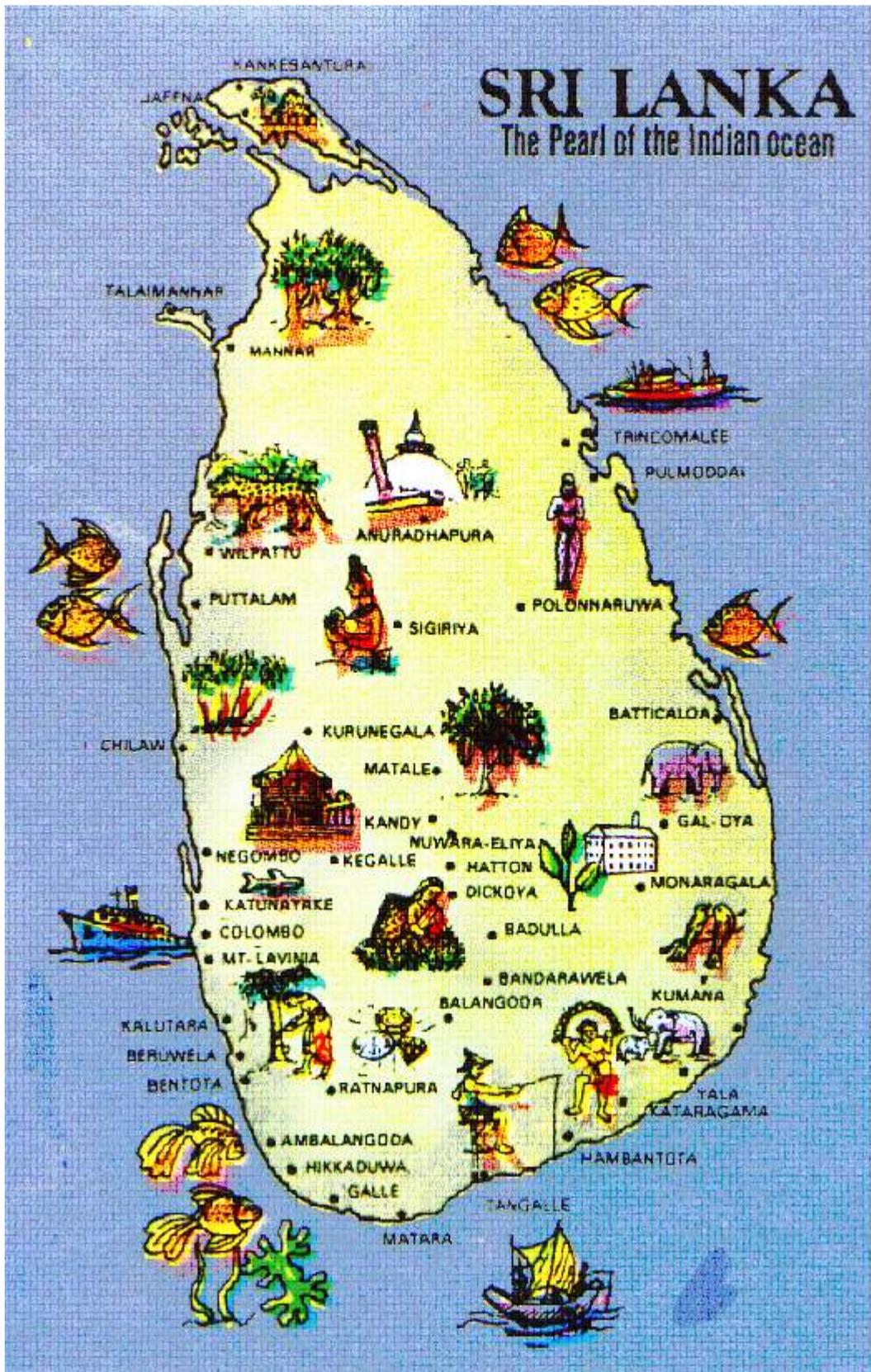
- Explains major business sector of the Sri Lanka economy with examples.
- Presents examples of the abundant resources available for businesses to use.
- Discuss the importance of paying attention to the trends in the business environment as an entrepreneur.

Sri Lanka (Ceylon)



Heritage Expeditions
 1997

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Competency 4 : Exhibits Pre-readiness to start a viable business.

Competency Level 4.1 : Reveals the decisions to be taken-before starting a business.

No. of Periods : 04

Learning Outcomes:

After completion of the lessons under this competency level the students will be able to :-

- Discuss the important decisions that should to be taken before starting a business
- Propose solutions for the problems that may emerge when starting a business.
- Propose optimum solutions using the information given to the problems that may emerge when starting a business.

Instructions for lesson planning :-

To begin with, ensure that you thoroughly understand the subject content in the syllabus and the related subject matter in the text book in relation to this competency level. Then, focus attention to on the following instructions.

According to the level of competency of the students when presenting the lesson use the following statistics. Involve students in a brain-storming exercise.

Informations about the success and failure of the business initiated.

	Success	Failure
End of the first year	85%	15%
End of the second year	65%	35%
End of the third year	60%	40%
End of the fourth year	55%	45%
End of the fifth year	45%	55%
End of the sixth year	38%	62%

(Source: sam.tingleff.com)

Based on the reasons for failure of the business inquire about the reasons for the failure of the business.

Explain how people dedicate themselves to various activities by using practical examples.

Eg. Sports, Examinations, Dancing, Singing, Competitions.

Give examples in presenting the concepts of goods and services and market concepts.

Eg. Use combs of various colours. Then ask them about the use of combs as well as about the consumers using them.

Get the students of the class into groups. (This activity can be done as an individual activity and group activity).

Goods/Services	Want/Need of fulfilment	Consumer/Market

The differences between needs & wants as well as the differences between goods and services can be reminded (if any).

Explain the meaning of concepts such as competitions, earning, providing the capital, starting business as a sole proprietorship or partnership using practical instances.

Subject matter relevant to this competency can be elicited by engaging in the following activities. To do this, get the students into groups and tell them to imagine that they are going to start a business in the near future and plan an activity to answer the following questions.

e.g. Group I - Goods Group II - Services

- What products (goods or services) are expected to be supplied by the business.
- What is the purpose of producing?
- Who are the competitors at present for the goods and services?
- How do they provide the capital for the expected Business.
- Where will the business be located?
- Do you engage in your business full time? How do you do it?

Get these groups of students to forward their findings. Give them some understanding about the matters on the subject based on their findings. Follow the methods of discussion and lecture methods for this purposes.

After completion of the lesson, involve the students in the following activities.

1. A person happens to choose between the following two occupations for his livelihood. Get the students to do an exercise as to what promoted his decisions and situations for choosing such an occupation or divide the students into two groups. Make them discuss about it.
 - i. Doing a job.
 2. Starting a business

2. Get them to write about advantages and disadvantages of the sources through which capital could be found in order to start a business.
 1. Sale of one's assets.
 2. Bank loans
 3. Borrow from friends or relatives
 4. Mortgage loans.

Key words/ Concepts

- The decisions taken before the start of a business

Quality inputs

- Grade 10 text book - chapter 6
- Copy of the graph

Criteria for assessment and evaluation

- Describes five important decision a person should take before starting a business.
- Explains the decision that should be taken before starting a business.
- Lists these decisions according to importance before starting a business.
- Explains what important factors should be taken into consideration before finding a place to locate the business.

- Competency 4** : Exhibits Pre-readiness to start a viable business.
- Competency Level 4.2** : Inquires about alternative methods of approaching the market when starting a new business.
- No. of Periods** : 05

Learning Outcomes:

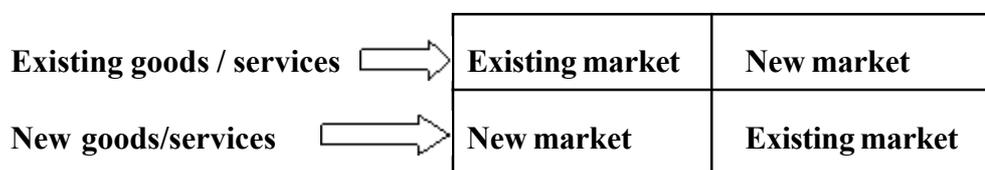
After completion of the lessons under this competency level the students will be able to :-

- Discuss the important decisions that should be taken before starting a business
- Propose solutions to the problems that may emerge when starting a business.
- Propose optimum solutions using the given information for the problems that may emerge when starting a business.

Instructions for lesson planning :-

To begin with, ensure that you thoroughly understand the subject content in the syllabus and the related subject matter in the text book in relation to this competency level. Then, focus attention on the following instructions.

When presenting the first lesson under this competency level present the graph below. Ask the students' views and start a discussion through a questionnaire.



Following the discussion, group the class into 3 or 4 sections. Select one of the two proposed activities below. Get students to do it.

Give these topics to the groups.

1. Offering a new good or service to the prevailing market.
2. Offering a new good or service to a new market.
3. Offering a prevailing good or service to the new market.
4. Offering a prevailing good or service to the prevailing market.

Give instructions regarding the discussions, explaining the topic to each group and present the facts in accordance with the following topic.

- What is your market? Who are the consumers in it.
- What are their traits age, sex and pattern of buying.
- The goods/services which you present them to buy.
- What sort of needs and wants are fulfilled through that particular good and service.

Give them the chance to present their findings and explain the facts pertaining to these findings. Write the advantages and disadvantages of following alternative methods of starting a new business for an entrepreneur.

- Offering a new good or service to a prevailing market.
- Offering a new good or service to a new market.
- Offering a prevailing good or service to a prevailing market.
- Offering a prevailing good or service to a new market.

Make the presentation of each stage interesting.

This can be given as an individual activity / as a group activity

Key words/ Concepts

- Alternative strategies for approaching the market

Quality inputs

- Grade 10 text book - chapter 6

Criteria for assessment and evaluation

- Points out four alternative methods of entering the market when starting a business.
- Points out one advantage/ disadvantage of these alternative methods of entering the market.
- Points out suitable strategies that can be followed when starting a business.

Competency 4 : Exhibits Pre-readiness to start a viable business.

Competency Level 4.3 : Select a business idea for a business.

No. of Periods : 05

Learning Outcomes :

After completion of the lessons under this competency level the students will be able to :-

- Explain business ideas with examples.
- Explain with reasons, the importance of a good business idea to an entrepreneur.
- Provide examples of sources of generating business ideas.

Instructions for lesson planning :-

- Get each student to present one's suitable and creative ideas on how to start a business considering the changes in the environment.
- Get the students to do this as a brain storming exercise.
- When doing a brain storming exercise it can be done as a group activity to generate business ideas.
- Get each group to present its ideas through the group leader.

Activity - Divide the students into 3 groups

Group 1

- State five hobbies
- Get them to generate five business ideas through it.
- Get the groups to discuss and select the best idea among them and present it.
- Get their reasons for selecting that specific idea for a business.

Group 2

- Give them a paper with an advertisement.
- Get them to study it and generate 5 business ideas about it.
- Get the group to select the best business idea out of those presented.

Ask the group to give their reasons for the selection.

Group 3

- Ask them to write their personal skills and experiences.
- Ask them to create 5 suitable business ideas for a new business organization in accordance with their skills and experience.
- After the discussion ask the students to present their choice.
- Get their reasons for the choice.

After their presentation the teacher can present more facts highlighting the subject matter. The following assessment can be given after covering the relevant competency level.

- Get each student to write 5 ideas for a business.
- Explain and discuss the special features of each business ideas.
- Form groups of 3 students minimum. Get them to share their ideas and study one another and present that information to the whole class.

Key words/ Concepts

- Business ideas
- Sources of business ideas

Quality inputs

- Grade 10 text book - chapter 7
- A News paper page included advertisements

Criteria for assessment and evaluation

- States five suitable examples of business ideas.
- Explains in detail the necessity and importance of a good idea for a business.
- States five examples which can help originate business ideas.

Competency 4 : Exhibits Pre-readiness to start a viable business.

Competency Level 4.3 : Assesses the suitability of a business opportunity.

No. of Periods : 10

Learning Outcomes:

After completion of the lessons under this competency level the students will be able to :-

- Explain the differences between a business idea and business opportunity.
- Show criteria that can be used to assess a good business opportunity.
- Point out the action that can be taken to obtain legal protection for a new product.

Instructions for lesson planning :-

To begin with ensure that you thoroughly understand the subject content in the syllabus and the related subject matter in the text book in relation to this competency level. Then, focus attention on the following instructions.

Exhibit a picture of a doll without a dress to the class when presenting the first lesson under this competency level; get the students to do a brain storming exercise. Confirm all the presented ideas of the students as business ideas. Make them aware that all the business ideas are not suitable to start a business. Give them some understanding only about business ideas which can be considered as commercial ideas. For this purpose educate them on how to evaluate business ideas. According to the following instructions the students can be grouped. If there aren't adequate students to form groups engage the students in different tasks.

Stage I - Macro Analysis

- Give them a chance to generate ample (suitable) business ideas and let them write them down.
- Instruct them to select (10) ideas for business which can be recommended as suitable in accordance with their general understanding (common sense).
- Get each group to present its ideas through the group leader.

Stage II - Micro Analysis

Select the group of students as at the first stage. (Get the same group). Instruct them to select the most suitable business idea which they have already decided on.

Use the following instructions, range of Marks from 0-10. If feasibility is high give more marks. If it is low give less marks.

Business ideas \ Evaluation Criteria	Demand in market (Marketable)	Ability of supplying labour	Ability to supply raw materials	Ability to face competition	Ability to supply technological equipment	Ability to supply capital	Government incentives	Self knowledge skills, experience interest etc.	Total Marks
1.									
2.									
3.									

Stage III - SWOT Analysis

Make them aware of the concepts which mean strengths, Weaknesses, Opportunities and Threats.

- Get the same group (The group at the first stage).
- Instruct them to select 3 business which scored the highest marks at the second stage.
- Instruct them to give marks according to the following chart. (Range of marks from 0-10)

Business idea	Strengths S	Weaknesses W	Opportunities O	Threats T	Total Marks
1.					
2.					
3.					

- Select the business idea which scored the highest marks.
 - After completing the subject matter of factors related to the competency level get them to carry out the following activities.
 - Give them an individual assignment related to the selection of the most suitable business idea from among the business ideas given in the following stages. Give them the instructions below to carry it out it within a limited period of time.

First Stage

- Generate ample business ideas and select 10 of them according to their knowledge

Second Stage.

- Select the ten (10) highest marks scoring business ideas concerning selection based on micro analysis factors.

Third Stage

- Use SWOT analyses and select the most suitable business idea among them (03) three specific opportunities.

Key words/ Concepts

- Business ideas
- Sources of business ideas
- Macro analyses
- Micro analyses
- SWOT analyses

Quality inputs

- Grade 10 text book - chapter 7
- Copies of formats
- Necessary material for brain storming

Criteria for assessment and evaluation

- Proves that all the business ideas cannot be good business ideas.
- Selects the business idea that can be converted into business opportunities using a formal method.
- Explains how the necessary legal protection is obtained.