

PROTOTYPE



NCDC

NATIONAL CURRICULUM
DEVELOPMENT CENTRE

ENTREPRENEURSHIP TEACHER'S GUIDE

SENIOR ONE



LOWER SECONDARY
CURRICULUM

Contents

PREFACE	iv
ACKNOWLEDGEMENTS	v
CHAPTER ONE	1
1.0: INTRODUCTION TO ENTREPRENEURSHIP EDUCATION	1
1.1: THE ENTREPRENEUR	2
1.2: CREATIVITY AND INNOVATION	5
1.3: RISKS IN BUSINESS	9
1.4: TECHNOLOGY AND BUSINESS	16
CHAPTER TWO.....	22
BUSINESSES IN UGANDA.....	22
2.1: Types of Businesses	23
Importance of Doing Business	26
2.2: SUCCESS IN BUSINESS	28
CHAPTER THREE	34
BUSINESS IDEAS AND BUSINESS OPPORTUNITIES	34
3.1: BUSINESS IDEAS	36
3.3: MARKET SURVEY	41
CHAPTER FOUR	46
BUSINESS START- UP PROCESS.....	46
4.0: STEPS IN STARTING A BUSINESS	47
4.2: SOURCES OF BUSINESS FINANCE	49
4.3: SAVINGS AND INVESTMENT	51
4.4: LOCATION OF A BUSINESS	54
CHAPTER FIVE	57
GOVERNMENT REVENUE	57
5.1: INTRODUCTION TO GOVERNMENT REVENUE	58

PREFACE

This Teacher's Guide has been written in line with the revised Entrepreneurship subject syllabus. The knowledge and skills which have been incorporated are what is required to contribute to the production of a learner who has the competences that are required in the 21st century.

This has been done by providing a range of activities which will be conducted both within and outside the classroom setting. The learner is expected to be able to work as an individual, in pairs and groups according to the nature of the activities.

The teacher as a facilitator will prepare what the learners are to learn and this Teacher's guide is one of the materials which are to be used to support the teaching and learning process.

Hon. Janet K. Museveni

First Lady and Minister for Education and Sports

ACKNOWLEDGEMENTS

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of the Teacher's guide.

Our gratitude goes to the various institutions which provided staff who worked as a panel, the Subject Specialist who initiated the work and the Production Unit at NCDC which ensured that the work produced meets the required standards.

Our thanks also go to *Enabel* which provided technical support in textbook development.

The Centre is indebted to the learners and teachers who worked with the NCDC Specialist and Consultants from Cambridge Education and Curriculum Foundation.

Last but not least, NCDC would like to acknowledge all those behind the scenes who formed part of the team that worked hard to finalise the work on this Teacher's Guide.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O. Box 7002 Kampala or email admin@ncdc.go.ug.

Grace K. Baguma

Director,

National Curriculum Development Centre

CHAPTER ONE

1.0: INTRODUCTION TO ENTREPRENEURSHIP EDUCATION

Key Words	By the end of this chapter, learners should be able to:
<ul style="list-style-type: none">• unemployment• entrepreneurship• entrepreneur• business• creativity• innovations• e- business	<ul style="list-style-type: none">• appreciate the purpose of studying Entrepreneurship Education.• demonstrate the characteristics of an Entrepreneur.• identify and assess risks in business.• apply creativity and innovation in business. explore the benefits and challenges of e-business.

Introduction

There is a high rate of unemployment in Uganda especially among the youth; therefore, entrepreneurship is seen as the best option to equip you with the hands on skills, knowledge and competences required for starting and operating a successful business.

Entrepreneurship will also enable you become a job maker as you exploit and utilize the abundant resources in the environment through creativity and innovation. The 21st century requires people with critical skills that are necessary for gainful production.

Activity 1.1.1

Guide learners to brainstorm on the meaning of entrepreneurship and Entrepreneurship Education

1.1: THE ENTREPRENEUR

Teacher's Preparation

You will need several pictures of different businesses, flip charts and markers, interview guide for the field activity, sample questions to the guest speaker etc.

Teacher's Instructions

In groups let learners study pictures or photographs of different businesses.

Guide the learners and assess their level of understanding of what is taking place in **Figures 1 & 2**

Observe learners carry out **Activity 1.1.2**

1.1.1: Meaning of Entrepreneurship

Entrepreneurship refers to the *spirit* of taking a risk to set up a business or an enterprise to produce and sell goods or services in order to meet the customers' needs with an aim of earning profits.

Below are examples of entrepreneurship:



Figure 1



Figure 2:

Activity 1.1.2

Study the above pictures (figures 1&2) and explain the different activities taking place.

Expected responses

- Shop keeper selling different goods.
- Business woman selling bags.
- Display of goods for sale.

Entrepreneurship involves doing new things or doing those things already being done but in a new and better way.

Studying entrepreneurship will enable you to develop a positive attitude towards work and business.

1.1.2: Purpose of Entrepreneurship Education

Meaning of entrepreneurship education

Entrepreneurship education is the process of imparting knowledge, skills and values in the learners to identify opportunities around them and undertake business activities with a view of earning profits.

Activity 1.1.3

Guide learners to design a poster to advertise why they should study Entrepreneurship Education. Let them share their posters with the rest of the class.

Teacher's instructions

- Guide learners in a brainstorming session on the purpose of entrepreneurship education.
- Observe the posters produced by the learners to explore how clear they are in describing and persuading people to study Entrepreneurship Education.
- Let them make a class presentation of their posters.
- Converse with learners by asking them why they chose to design their posters the way they did.
- Assess the output (poster designed) and award accordingly.

1.1.3: NOTES TO THE TEACHER

The learner's posters should have the following features which you should assess and score accordingly:

- The poster title
- How the poster has been organised
- What the poster reflects (content)
- Design of the poster
- Visibility of the poster
- Contacts of the producer

The following are some of the purposes for studying Entrepreneurship education:

- To provide learners with knowledge and skills needed to succeed in the business environment.
- To enable learners to identify business opportunities in which they can invest capital and operate successfully.
- To enable learners to acquire practical skills which can make them job creators rather than being job seekers.
- To emphasize and help students to develop their imaginative ability and risk taking in business.
- To enable instructors teach the elements of Entrepreneurship that have been considered unteachable for long and hence break the myth of Entrepreneurs being born and not made.

1.1.3: Meaning of an Entrepreneur

This is a person who produces new or better goods or services with a view of selling them to customers and making profit. An entrepreneur commits his/her resources such as money, time, land, machines and labour to start and operate a business venture.

Activity 1.1.4

Ask learners to describe any 2 successful entrepreneurs in their community stating the personal qualities that have led to their success.

Guide learners identify successful entrepreneurs in their community in Activity 1.1.4

1.1.4: Characteristics / Qualities of an Entrepreneur

Carryout a guided discussion on the qualities of an entrepreneur. Observe learners read the notes below in the learners textbook.

In business, entrepreneurs must have some qualities, attributes or characteristics which they should exhibit in order for them to be successful in their businesses. These qualities or characteristics are commonly referred to as "personal entrepreneurial characteristics" or PECs. They may also be referred to as personal entrepreneurial qualities.

The entrepreneur should also have the following qualities:

Opportunity seeking	Independent
Information seeking	Problem solving
Persistent	Risk-taking
Creativity	Competitiveness
Innovation	Time-consciousness
Initiative	Self-confidence
	Persuasiveness

Activity 1.1.5

Observe learners study the explanations in the table below; ask them to copy it in their exercise books and write a suitable quality of an entrepreneur corresponding to each explanation.

Assist learners to understand the table; you may first work out qualities 1&2 in the table with them.

1.1.5: Benefits of Being an Entrepreneur

Benefits are the gains or advantages that one gets or enjoys by undertaking a specific action e.g. being in business, taking up a particular career, doing a job, etc.

Activity 1.1.6

Guide learners to conduct an interview in the nearby community to find out the benefits of being an Entrepreneur.

Teacher instructions

- In groups guide learners to visit the nearby community to carry out an interview on the benefits of being an entrepreneur in activity 1.1.6
- Guide each group to prepare the questionnaire to be used in the interview.

	Qualities of an Entrepreneur	Explanation
1		Willing and able to see opportunities or chances in any situation
2		Always looking out for more information that affects the business
3		Not giving up easily when faced with challenges
4		Ability to think and come up with ways of doing things differently
5		Ability to improve on existing products to make them better
6		Taking a lead in solving problems and doing things.
7		Ability to make decisions on your own or not depending on others for ideas, solutions and opinions
8		Ability to tackle challenges and provide solutions to them
9		Willing to take chances with a hope of succeeding and getting bigger rewards
10		Eager to win
11		Keeping time and meeting desired targets on time
12		Sure of oneself
13		Able to convince others to see and agree with your ideas

- Observe how learners interact with the entrepreneurs in the community.
- Ask the different groups to present their findings to the class.
- Assess the quality of the report prepared by each group.

Activity 1.1.7

Invite a successful entrepreneur to make a presentation about his/her business emphasising the following;

How he/she started the business,

What helped him/her to succeed,

The benefits of doing business.

The challenges he/she is facing.

Any future plans.

Teacher Instruction

Prepare the class for the presentation of the guest speaker. Brief them on what the visitor is going to talk about and that they should be writing down the important points.

After the presentation let learners ask relevant questions.

Guide learns to write a report about the presentation of the visiting entrepreneur.

Assessment Strategy

- Observe learners interacting with the visiting entrepreneur. Do learners ask relevant questions that build on previous answers during the interview?
- In conversation, ask learners about the report they have written as a result of the interview with a successful entrepreneur. Evaluate the extent to which learners describe key characteristics and skills all entrepreneurs share.

1.2: CREATIVITY AND INNOVATION

<p>Key Words</p> <ul style="list-style-type: none"> • creativity • innovation • business model innovations • product innovation • service innovation • marketing innovation 	<p>By the end of this topic, learners should be able to practise creativity and innovation to make new products using locally available materials.</p>
--	--

Activity 1.2.1 Engage learners in the activity

- a) Collect different products which reflect creativity and innovation.
- b) Draw unique designs on paper using creative art.
- c) Display the different designs in class.

Teacher preparation

Collect different products and pictures that show creativity and innovation especially those made out of local materials like beads, fibres, sisal, used straws, empty plastic bottles, old calendars and magazines, bottle covers, etc. These depend on what learners are going to make.

Teacher Instructions

- Engage learners to draw and make unique designs of products which show creativity and innovation.
- Identify and then select key local resources and techniques, and then justify to class why they are selected.
- In case a learner makes a good innovation that can be turned into commercial benefits, assist that learner to register and acquire a patent/ intellectual property rights.

Assessment Strategy

- Observe how well learners communicate a design for an innovative product. Evaluate how they present their ideas and how effectively they are able to articulate key features.
- Challenge groups to develop criteria with which they are able to evaluate/judge one another's games/products. Evaluate how well the criteria judge quality of design and process.

NOTES**1.2.1: Meaning of Creativity**

This is the ability to produce something new through imaginative skills; a new solution to a problem, a new method or device, or a new artistic object.

It is the ability to produce work that is unique and appropriate.

1.2.2: Importance of creativity in business

- It is used to upgrade products and services.
- It leads to development of new and original ideas.
- It enables an entrepreneur to make proper use of limited resources.
- It solves everyday problems in business.

1.2.3: How to become creative

- Noting down thoughts/ideas that drop into the mind so that they are not forgotten.
- Thinking beyond the invisible framework that surrounds problems or situations.
- Through transferring of technology from one field to another.
- Through using one's unconscious mind for example by sleeping on the problem to generate creative solutions.

1.2.4: Innovation in Business

This means to do something in a different or in a better way.

1.2.5: Types of Innovation

- Business model innovations
- Product innovation
- Service innovation
- Marketing innovation

Activity 1.2.2

Guide learners on how to complete the table below by giving two examples for each of the above types of innovations.

Type of Innovation	Examples
Business model innovations	1. MTN 2.
Production Innovation	1. 2.
Service Innovation	1. 2.
Marketing Innovation	1. 2



Figure 5



Figure 6

Figures 5 and 6 show how you can be innovative and creative by using local resources to design and make different products.

Activity 1.2.3

- a) In groups learners practise creativity and innovation using locally available materials to produce new and unique products.
- b) Learners make a display of their products in class.

Teacher instructions

Observe how learners use local materials to make marketable products as they practice creativity and innovation for **Activity 2.1.3**.

Critically look at their finished products and give advice.

NOTES

1.2.6: Importance of Innovation

- It leads to production of new products which increases variety for customers to make choice.

- Innovation increases output in an enterprise due to creation of new and more effective production methods.
- Innovation results into improvement in the quality of products and services.
- It also leads to market expansion as new products attract new customers as well as maintaining the old customers.

1.2.7: How to become innovative / Features of an Innovator

1. **Opportunity oriented:** an innovator is opportunity oriented he/she constantly thinks about new ways of doing things and is not afraid of trying out new things.
2. **Associates with positive people:** An innovator usually surrounds himself/herself with positive people who have positive attitude towards creating.
3. **Extra ordinary persistent:** An Innovator is committed to achieving his/her goals, he/she keeps going and does not let obstacles get in his/her way.
4. **Compelling Vision:** Innovative people believe that they are part of something better to come and that their willingness to contribute to the vision will make it happen.

Activity 1.2.4

- a) In groups learners discuss the current innovations that have taken place in their community.
- b) Guide them to find out how those innovations have benefited the people in and around the community.

1.3: RISKS IN BUSINESS

Key Words <ul style="list-style-type: none"> • risk • risk avoidance • risk reduction • risk transfer 	By the end of this topic, learners should be able to appreciate the need to take risks, the rewards from different types of risks and the ways of managing risks.
--	--

Teacher Preparation

You will need pictures of different risks in business, a ball tossing game, charts and markers.

Teacher Instructions

- i) Guide learners to brainstorm risks in business and their effects.
- ii) Observe learners study the pictures showing risks in business.
- iii) Ask learners to narrate some of the risks they have heard of.
- iv) Supervise learners as they do **Activity 1.2.1**.

Pictures Showing Examples of Risks in Business



Figure 3



Figure 4

ACTIVITY 1.3.1

Organise learners into groups for this activity.

Provide them with charts to record their answers.

1. Briefly describe the situation in Figure 3.
2. Briefly describe the situation in Figure 4.
3. Give examples of 5 risks one may encounter in a business.

Expected Answers

Figure 3 - out- break of fire, fire destroying a factory

Figure 4 - An accident, loss of goods

Notes

1.3.1: Meaning of Risks

A risk is a situation where one is required to make a choice between two or more alternatives, which may result in differing rewards for success or penalties for failure.

Business risk refers to the factors that may have a negative impact on the profitability or success of a business.

ACTIVITY 1.3.2

1. In groups learners discuss common risks that affect business in their community.
2. Learners suggest ways how these risks can be overcome.

Teacher instruction

Observe the group discussions taking place for **Activity 1.3.2**.

Let learners record their responses on charts.

Guide them as they present their work.

1.3.2: Types of Risks

Low risk	Moderate risk	High risk
•The gains or losses are small	•Moderate gains or losses	•High gains or losses

1.3.3: The Risk Taking Game

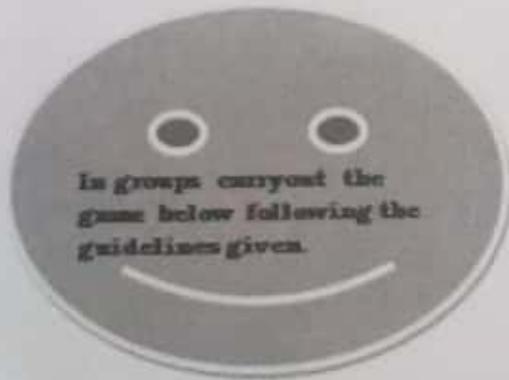
The risk taking game is used to demonstrate risk taking in business, the types of risks and how you can assess the risk to be taken.

Simulation Game 1

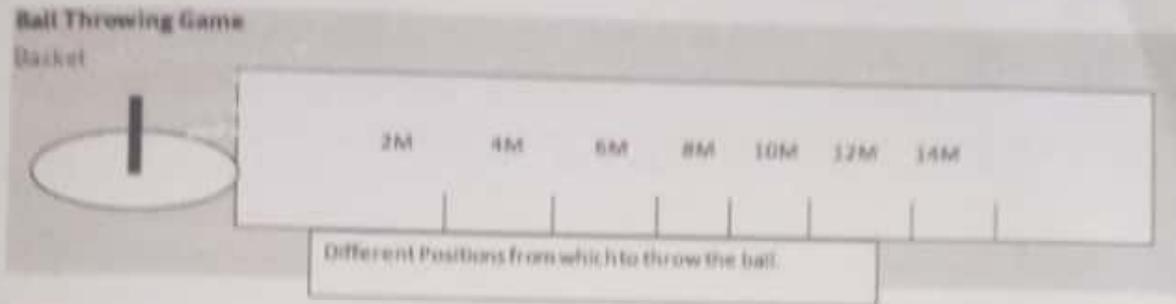
- Guide learners to form groups for the ball tossing game.
- Guide them on how to play and record their scores.
- Interpret the scores and how they reflect the types of risks in business.

Teacher Instructions for the Game

Follow the guidelines provided below to guide learners play the ball tossing game, the recording of the scores and the interpretation of the results. Make sure each member of the group gets a chance to play.



Arrange the area for the game to look like the illustration below:



<p>Setting:</p>	<ul style="list-style-type: none"> The place where the game is to be played should be spacious enough to allow for adequate throwing distance. The basket should be in a position, and the floor marked with masking tape or chalk from say 2 to 14 meters away from the basket.
<p>Steps for the game:</p>	<ul style="list-style-type: none"> Form groups and let each group member participate in the game. Get 3 small balls of any kind. Each group member is free to choose a position from where to throw the ball, one at a time into the basket. Each group member has three chances of throwing the ball into the basket. One is free to change positions each time of throwing the ball. When a member throws a ball into the basket he/she scores marks equal to the distance the ball was thrown from. When the ball falls inside the basket and then jumps out the member scores negative marks equal to the distance the ball was thrown from. The marks scored are recorded where everybody can see using the following format.

SCORE SHEET

	No	Name	First throw		Second throw		Third throw		Total
			Distance	score	Distance	score	Distance	score	
Group 1	1.								
	2.								
	3.								
									Group Total----
Group 2	1.								
	2.								
	3.								
									Group Total----
Group 3	1.								
	2.								
	3.								
									Group Total-----

SENIOR ONE



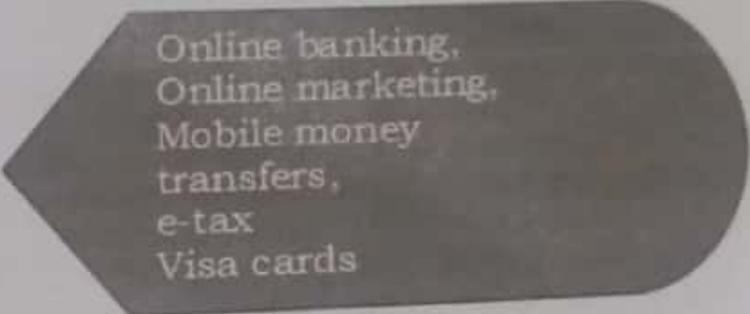
Figure 14 illustrates that it is possible to connect with people of different countries using a mobile phone. This is e- business.

NOTES

1.4.1: Meaning of E-business

This is the type of business carried out using modern technology.

Examples of e-business include the following:



- Online banking,
- Online marketing,
- Mobile money transfers,
- e-tax
- Visa cards

1.4.2: Doing E-business

Entrepreneurs can use e-business/ online business to meet customers' orders, effect payments for utilities (such as water, TV, electricity bills and buy airtime or bundles), business registration, paying taxes and any other online business transactions.

The above e-business services enable the entrepreneur work within a given time frame and effectively satisfy the needs of customers at a low cost and in a more efficient way.

Therefore a business can minimize production costs by engaging in online/ e-business activities and remain competitive on the market.



Figure 8: Online banking



Figure 9: Entrepreneur using an ATM

Activity 1.4.1

In groups guide learners to visit selected businesses in their community and find out the following:

- E-business services used by the entrepreneur.
- How e-business benefits the entrepreneur.
- The challenges faced by the entrepreneur while using online business/e-business.

Teacher instructions

- Guide learners to write a report of one page in their notebooks giving their findings.
- Observe how learners interact with business people in the community.
- Assist learners develop guiding questions to use for the field study.

Sample Assessment Strategy

- Critically review writing by learners to describe a business that they know well. Evaluate how well learners describe the role of technology, and the challenges and opportunities that this presents to business development.
- In conversation with learners, discuss contrasting examples of the way technology has been used in large businesses across Africa. Evaluate the extent to which learners are able to identify key factors in what technology is able to bring to a growing business.

NOTES

1.4.3: Benefits /Advantages of E-Business to the Entrepreneur

E-Business brings a lot of benefits to an entrepreneur. Some of them include the following:

1. It enables the entrepreneur save transport costs while transacting business.
2. It is convenient since entrepreneurs do not have to move with large sums of money to transact business. This saves him the dangers of robbery.
3. It is a very fast method of effecting payments irrespective of the geographical location of the receiver and the sender.
4. The entrepreneur can easily advertise his/her products across the world using online marketing.
5. The entrepreneur can easily order for raw materials or purchase goods from foreign countries without going there physically.

1.4.4: Challenges of Using E-Business

Although e-business has a number of advantages to the entrepreneur, it also has some challenges. These include:

1. A challenge of poor network. In areas where the network is poor or non-existent, e-business may not take place.
2. Limited knowledge on how to use e- business services. If an entrepreneur does not know how to use e-business, it becomes a big challenge to him/her to transact business.
3. Limited access to the mobile phones, laptops, computers to effect online transactions makes e-business complicated.
4. High level of fraud by conmen which leads to financial losses to the entrepreneur.
5. High costs for effecting the online transactions e.g. Withdrawal charges, operation charges, taxes.
6. Inadequate power supply especially in rural areas makes using e- business difficult.

Activity of Integration: Qualities of a Good Entrepreneur
Observe learners read the case study below and answer the questions which follow.

KATO'S MODERN FURNITURE WORKSHOP



Kato made some savings from selling his inherited piece of land and invested it in a carpentry business. He has operated a carpentry business for five years and has a target of becoming the leading producer and seller of quality furniture products in his community. Kato wakes up early to do different activities in his business although things have not been easy for him since initially he had few customers.

Last year Kato received a big order from a nearby school which requested him to supply fifty dining tables within one month, he fulfilled this order in time and was able to get more orders from the community members. Kato received another order from a nearby school of 100 desks. He bought modern machines which enabled him to work faster and improve the quality of his furniture, in two weeks, Kato was able to finish and deliver the desks. Since the number of orders had increased, Kato employed two more people who were qualified and skilled in carpentry. He went for further training in

modern carpentry designing, he also uses the internet to access these designs, and this has made him more competent in his business. Kato is using the knowledge and skills he acquired to make furniture with modern designs, this has further attracted more customers and increased his profit margin. He has a plan of opening another branch in another nearby community.

QUESTIONS:

1. I identify the problems which Kato was able to solve in his community.
2. State any four qualities which have enabled Kato to become a successful carpenter.
3. What possible risks does Kato face in his business and how can they be managed?
4. How did Kato employ creativity and innovation in his business?
5. Advise Kato how he can use modern technology to improve his business

Scoring Grid for the Situation of Integration

OUTPUT	C ₁	C ₂	C ₃	C ₄
Written explanation indicating what should be done to solve the problem	Scores 1	Scores 2	Scores 3	Scores 4

Chapter Summary

In this chapter you have learned the following:

1. The qualities that enable entrepreneurs to be successful in their businesses.
2. How entrepreneurs can minimise risks in their businesses.
3. How entrepreneurs use creativity and innovations to produce new and unique products from local materials.
4. The benefits of being an entrepreneur.