PRIME MINISTER'S OF1CE

REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

LESSON PLAN - 2026

TEACHER`S NAME: _____

SCHOOL`S NAME: _____

SUBJECT: BUSNESS STUDIES

CLASS: FORM TWO

TERM: 1st & 2nd

YEAR: 2026

Lesson Plan fi

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(a) Explain the concept of production

5. SPECIFIC ACTIVITY

Introduction to Production - What is Production?

6. TEACHING/LEARNING RESOURCE

Online/ offline sources

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Begin by asking students: "What do you think happens before we can buy things like clothes, food, or even get a haircut?"	Respond to the teacher's questions, sharing their initial ideas about where products come from	The concept of production is clearly explained
Competence Development	30	Formally define production: "Production is the process of creating goods and services to satisfy human wants.Lead a discussion comparing production and consumption	Actively listen to examples and ask clarifying questions. Participate in the discussion, distinguishing between production and consumption.	The concept of production is clearly explained
Design	20	Instruct them to draw or list at least five examples of production activities they see around them (at home, school, market, etc.) and explain how value is added in each case.	Work collaboratively in their groups. Brainstorm and identify various production activities.	The concept of production is clearly explained
Realizations	20	Use portfolios, performance assessment, and questions and answers	Students present portfolio, answer questions orally and perform tasks	The concept of production is clearly explained

REMARKS

Lesson Plan 2

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(a) Explain the concept of production

5. SPECIFIC ACTIVITY

Types of Production - Extractive and Genetic

6. TEACHING/LEARNING RESOURCE

Online/ offline sources

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Show a picture of a coal mine and a picture of a dairy farm. Ask: "How are these two activities similar? How are they different in terms of getting products?"	Observe the pictures and discuss similarities and differences in how products are obtained.	The concept of production is clearly explained
Competence Development	30	Introduce Extractive Production: "This involves getting raw materials directly from nature, without significantly changing their form	Participate in the comparative discussion, highlighting differences.	The concept of production is clearly explained
Design	20	Prepare a worksheet with a list of activities (e.g., harvesting tea, drilling for oil, raising chickens, deep-sea fishing, growing flowers, quarrying stones)	Categorize the given activities based on their understanding of extractive and genetic production.	The concept of production is clearly explained
Realizations	20	Prepare physical model, use interviews and short quizzes	Present prepared model, attempt quizzes and participate in interview	The concept of production is clearly explained

REMARKS

Lesson Plan 3

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(a) Explain the concept of production

5. SPECIFIC ACTIVITY

ypes of Production - Manufacturing and Commercial

6. TEACHING/LEARNING RESOURCE

Online/ offline sources

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "Once we have raw materials (like timber or cotton), what happens next to turn them into products we can use, like furniture or clothes?"	Engage in the discussion, thinking about the next steps in the production chain.Observe the pictures and identify differences.	The concept of production is clearly explained
Competence Development	30	Introduce Manufacturing Production: "This involves transforming raw materials or semi-finished goods into finished products.	Take notes on the definitions and examples of manufacturing and commercial production.Ask questions about the different components of commercial production	The concept of production is clearly explained
Design	20	Present various scenarios or activities (e.g., a baker making bread, a truck delivering goods, a bank providing a loan, a farmer selling produce at a market, a textile factory)	Categorize the activities and formulate justifications. Share their answers and reasoning with the class.	The concept of production is clearly explained
Realizations	20	Employ use of flashcards, questions and answers and written assignments	Respond to flash cards answer oral questions and written assignments	The concept of production is clearly explained

REMARKS

Lesson Plan 4

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(a) Explain the concept of production

5. SPECIFIC ACTIVITY

Factors of Production - Land and Labour

6. TEACHING/LEARNING RESOURCE

Online/ offline sources

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "If you wanted to start a business to make bread, what would you need?" (Brainstorming: flour, oven, a place, someone to bake, money).	Participate in the brainstorming session, suggesting resources needed for a business.	The concept of production is clearly explained
Competence Development	30	Introduce Land: "This refers to all natural resources supplied by nature, above, on, or below the earth's surface."Introduce Labour: "This refers to all human effort, mental or physical, directed towards the production of wealth	Copy definitions, characteristics, and rewards for land and labour into their notebooks.	The concept of production is clearly explained
Design	20	Provide students with a few short scenarios or pictures (e.g., a miner, a tract of fertile land, a construction worker, a river).	Analyze the given scenarios/pictures. Identify the factor of production and its reward.	The concept of production is clearly explained
Realizations	20	Use portfolios, performance assessment, and questions and answers	Students present portfolio, answer questions orally and perform tasks	The concept of production is clearly explained

REMARKS

Lesson Plan 5

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(a) Explain the concept of production

5. SPECIFIC ACTIVITY

Factors of Production - Capital and Entrepreneurship

6. TEACHING/LEARNING RESOURCE

Online/ offline sources

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Pose a problem: "Imagine you have fertile land and strong workers, but you still need an oven for your bread business and someone to organize everything. What are these missing pieces?"	Recall and state land and labour as factors of production with their rewards.	The concept of production is clearly explained
Competence Development	30	Introduce Capital: "This refers to all man-made resources used in the production process. Define enterpreneurship	Copy definitions, characteristics, and rewards for capital and entrepreneurship.Ask questions about the different forms of capital	The concept of production is clearly explained
Design	20	Prepare a short case study or a scenario of a small business (e.g., a local tailoring shop, a small farm, a bakery).	Read and analyze the case study/scenario. Identify and list the different factors of production involved.	The concept of production is clearly explained
Realizations	20	Prepare physical model, use interviews and short quizzes	Present prepared model, attempt quizzes and participate in interview	The concept of production is clearly explained

REMARKS

Lesson Plan 6

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(a) Explain the concept of production

5. SPECIFIC ACTIVITY

Importance of Production

6. TEACHING/LEARNING RESOURCE

Online/ offline sources

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "Why do we bother with all this production? What would life be like if there was no production happening?" (Lead a brief discussion on scarcity and human wants).	Participate in the discussion, imagining a world without production.	The concept of production is clearly explained
Competence Development	30	Discuss the Importance of Production to Individuals:Discuss the Importance of Production to the Society/Country:	Take notes on the importance of production to individuals and society. Ask questions and contribute examples from their own observations.	The concept of production is clearly explained
Design	20	Assign each group one or two aspects of the importance of production (e.g., "How does production lead to employment?" or "How does production help the government earn money?")	Collaborate in their groups.Brainstorm ideas to illustrate their assigned point.	The concept of production is clearly explained
Realizations	20	Employ use of flashcards, questions and answers and written assignments	Respond to flash cards answer oral questions and written assignments	The concept of production is clearly explained

REMARKS

Lesson Plan 7

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(b) Describe sources of capital for small businesses

5. SPECIFIC ACTIVITY

Introduction to Business Finance & Personal Savings

6. TEACHING/LEARNING RESOURCE

Online/offline sources, bronchures from banks and microfinances

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Begin by asking: "If you wanted to start a small business, like selling mandazi or making crafts, what is the first thing you would need besides the idea?"	Respond to the teacher's questions, sharing their initial ideas about what's needed to start a business.	The sources of capital for small businesses are clearly described
Competence Development	30	Formally define Business Finance: "The money or capital required to run a business. It's like the fuel that keeps the business engine running."	Copy the definition of business finance and personal savings.Listen to explanations of advantages and disadvantages, taking notes.	The sources of capital for small businesses are clearly described
Design	20	Ask each pair to discuss a small business idea they might start using only personal savings.	Identify and list one advantage and one disadvantage specific to their business idea and the use of personal savings.	The sources of capital for small businesses are clearly described
Realizations	20	Prepare physical model, use interviews and short quizzes	Present prepared model, attempt quizzes and participate in interview	The sources of capital for small businesses are clearly described

REMARKS

Lesson Plan 8

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(b) Describe sources of capital for small businesses

5. SPECIFIC ACTIVITY

Funds from Family and Friends

6. TEACHING/LEARNING RESOURCE

Online/offline sources, bronchures from banks and microfinances

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Pose a scenario: "You have a great business idea, but your personal savings aren't enough. Who else might you turn to first for help?"	Recall and articulate the previous lesson's key points. Engage in the scenario, suggesting people they might ask for financial help.	The sources of capital for small businesses are clearly described
Competence Development	30	Introduce Funds from Family and Friends: "Money borrowed or received as a gift from relatives or close friends to start or grow a business	Copy the definition and forms of finance from family and friends.Take notes on advantages and disadvantages.	The sources of capital for small businesses are clearly described
Design	20	Provide each group with a scenario card (e.g., "Your aunt gives you KES 5,000 for your business. What are two things you must remember to do?").	Work collaboratively in their groups to analyze the scenario.Brainstorm and discuss responsible ways to manage funds from family/friends.	The sources of capital for small businesses are clearly described
Realizations	20	Employ use of flashcards, questions and answers and written assignments	Respond to flash cards answer oral questions and written assignments	The sources of capital for small businesses are clearly described

REMARKS

Lesson Plan 9

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(b) Describe sources of capital for small businesses

5. SPECIFIC ACTIVITY

Loans - Bank Loans

6. TEACHING/LEARNING RESOURCE

Online/offline sources, bronchures from banks and microfinances

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Show a picture of a bank. Ask: "What do banks do with money? How can they help businesses?"	Engage in the discussion about needing larger sums of money.Share their prior knowledge about banks.	The sources of capital for small businesses are clearly described
Competence Development	30	Introduce Bank Loans: "Money borrowed from a financial institution (like a bank) that must be repaid with interest over a specific period."	Take notes on the process, advantages, and disadvantages. Ask clarifying questions about collateral and interest.	The sources of capital for small businesses are clearly described
Design	20	Ask students to list at least three things they would need to do or show a bank to get a loan for this business.	Brainstorm and list practical steps or requirements for obtaining a bank loan.Share their lists with the class.	The sources of capital for small businesses are clearly described
Realizations	20	Use portfolios, performance assessment, and questions and answers	Students present portfolio, answer questions orally and perform tasks	The sources of capital for small businesses are clearly described

REMARKS

Lesson Plan fi0

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(b) Describe sources of capital for small businesses

5. SPECIFIC ACTIVITY

Loans - Microfinance Institutions (MFIs)

6. TEACHING/LEARNING RESOURCE

Online/offline sources, bronchures from banks and microfinances

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Pose a question: "What if someone has a great small business idea but can't get a big bank loan because they don't have collateral or need only a small amount?"	Recall challenges associated with bank loans. Consider alternative solutions for small businesses.	The sources of capital for small businesses are clearly described
Competence Development	30	Discuss Advantages: Accessible to many, no/less collateral, flexible repayment, often combined with training/supportDiscuss Disadvantages: High interest rates (sometimes higher than banks), very small loan amounts, pressure from group if group-lending.	Actively participate in the comparison with bank loans. Discuss the concept of group-based lending.	The sources of capital for small businesses are clearly described
Design	20	Ask students: "Which type of loan (bank or microfinance) would be more suitable for person A, and which for person B? Explain why."	Decide which loan type is more suitable for each and formulate their justifications.Share and defend their choices during the class discussion.	The sources of capital for small businesses are clearly described
Realizations	20	Prepare physical model, use interviews and short quizzes	Present prepared model, attempt quizzes and participate in interview	The sources of capital for small businesses are clearly described

REMARKS

Lesson Plan fifi

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(b) Describe sources of capital for small businesses

5. SPECIFIC ACTIVITY

Deferred Payments (Credit)

6. TEACHING/LEARNING RESOURCE

Online/offline sources, bronchures from banks and microfinances

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "Imagine you own a small shop and need more goods to sell, but you don't have cash right now. What might you ask your supplier?" (Guide to "buy now, pay later").	Participate in the discussion, considering how to acquire goods without immediate cash.Share any personal experiences with buying on credit (e.g., using a parent's tab).	The sources of capital for small businesses are clearly described
Competence Development	30	Define Deferred Payments (Credit): "Receiving goods or services now with a promise to pay for them at a later agreed date	Copy the definition of deferred payments and its forms. Take notes on advantages and disadvantages.	The sources of capital for small businesses are clearly described
Design	20	Present a scenario: "A baker needs more flour to bake bread for tomorrow, but doesn't have enough cash today. His supplier offers to give him the flour now, and he can pay next week.	State one advantage for the baker using this method.State one potential disadvantage if the baker doesn't manage it well.	The sources of capital for small businesses are clearly described
Realizations	20	Employ use of flashcards, questions and answers and written assignments	Respond to flash cards answer oral questions and written assignments	The sources of capital for small businesses are clearly described

REMARKS

Lesson Plan fi2

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(b) Describe sources of capital for small businesses

5. SPECIFIC ACTIVITY

Review of Sources & Choosing the Right Source

6. TEACHING/LEARNING RESOURCE

Online/offline sources, bronchures from banks and microfinances

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Pose the big question: "Now that we know different ways to get money, how does a business owner decide which one is best for their business?"	Actively participate in the review, recalling definitions and examples.Think critically about the decision-making process for choosing finance.	The sources of capital for small businesses are clearly described
Competence Development	30	Briefly recap all sources on the board, emphasizing their unique characteristics (size of funds, repayment terms, risk, formality).	Copy the factors influencing the choice of finance. Engage in discussions about how different factors lead to different choices	The sources of capital for small businesses are clearly described
Design	20	Identify the most suitable source(s) of finance for each scenario.Justify their choice based on at least two factors discussed.	Apply the knowledge of different finance sources and influencing factors.Prepare and present their recommendations and justifications to the class.	The sources of capital for small businesses are clearly described
Realizations	20	Use portfolios, performance assessment, and questions and answers	Students present portfolio, answer questions orally and perform tasks	The sources of capital for small businesses are clearly described

REMARKS

Lesson Plan fi3

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(c) Describe the role of microfinancing and cooperatives in facilitating business formation and operations

5. SPECIFIC ACTIVITY

Introduction to Microfinance and its Importance

6. TEACHING/LEARNING RESOURCE

Online/ offline sources

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Begin by asking: "We've learned about different ways businesses get money. What if someone has a great business idea, but they are very poor and don't have collateral for a bank loan?"	Respond to the teacher's questions, brainstorming challenges faced by poor entrepreneurs.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Competence Development	30	Formally define Microfinance: "The provision of very small financial services, such as loans, savings, and insurance, to low-income individuals or groups who traditionally lack access to conventional banking services	Identify Target Beneficiaries: Poor people, women, rural communities, small informal businesses, youth.Use the case study to illustrate how microfinance helped a real person.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Design	20	Listen to and discuss the case study, relating it to the concepts learned.Ask clarifying questions about the scope of microfinance.	Ask each group to brainstorm and list three types of small businesses in their local community that they think would benefit from microfinance.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Realizations	20	Use portfolios, performance assessment, and questions and answers	Students present portfolio, answer questions orally and perform tasks	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described

REMARKS

Lesson Plan fi4

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(c) Describe the role of microfinancing and cooperatives in facilitating business formation and operations

5. SPECIFIC ACTIVITY

Role of Microfinance Institutions (MFIs) in Business Operations

6. TEACHING/LEARNING RESOURCE

Online/ offline sources

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "How do these small loans actually reach the people who need them? Who provides these services?" (Lead to Microfinance Institutions).	Recall the definition and importance of microfinance. Participate in the discussion about service providers.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Competence Development	30	Define Microfinance Institutions (MFIs): "Organizations that specialize in providing microfinance services."	Copy the definition of MFIs and their various roles. Take notes on the different services provided.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Design	20	Present a scenario: "A woman wants to start a small business selling vegetables but has no money and no business experience."	Brainstorm and list specific MFI services that would be beneficial.Be prepared to share their answers with the class.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Realizations	20	Prepare physical model, use interviews and short quizzes	Present prepared model, attempt quizzes and participate in interview	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described

REMARKS

Lesson Plan fi5

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(c) Describe the role of microfinancing and cooperatives in facilitating business formation and operations

5. SPECIFIC ACTIVITY

Challenges Faced by Microfinance Institutions

6. TEACHING/LEARNING RESOURCE

Online/ offline sources

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Pose a critical question: "Even though MFIs do good work, do you think it's always easy for them to operate?	Participate in brainstorming, thinking about potential problems in managing small loans to many people.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Competence Development	30	Explain how each challenge impacts the MFI's ability to help businesses.Use the newspaper clippings to show real-world examples of these challenges.	Discuss the newspaper clippings and relate them to the challenges.Ask questions about how MFIs try to overcome these problems.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Design	20	Instruct them to brainstorm one possible solution or strategy an MFI could use to overcome that specific challenge.	Brainstorm and propose a practical solution.Present their solution to the class.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
RealizationsUse portfolios, performance assessment, and questions and answers	20	Employ use of flashcards, questions and answers and written assignments	Respond to flash cards answer oral questions and written assignments	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described

REMARKS

Lesson Plan fi6

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(c) Describe the role of microfinancing and cooperatives in facilitating business formation and operations

5. SPECIFIC ACTIVITY

Introduction to Cooperatives

6. TEACHING/LEARNING RESOURCE

Online/ offline sources

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Show a picture of a group of farmers pooling their harvest. Ask: "What are these people doing? Why are they doing it together instead of alone?"	Observe the picture and discuss the benefits of working together.Listen to the introduction of cooperatives.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Competence Development	30	Define Cooperative Society: "An autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly-owned and democratically-controlled enterprise	Discuss how the principles relate to fair operation. Ask questions about specific principles.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Design	20	Ask students to imagine they are a group of small-scale farmers facing challenges selling their produce individually.	Explain how a cooperative would provide solutions. Share their answers with the class.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Realizations	20	Use portfolios, performance assessment, and questions and answers	Students present portfolio, answer questions orally and perform tasks	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described

REMARKS

Lesson Plan fi7

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(c) Describe the role of microfinancing and cooperatives in facilitating business formation and operations

5. SPECIFIC ACTIVITY

Types of Cooperatives and their Roles

6. TEACHING/LEARNING RESOURCE

Online/ offline sources

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "Are all cooperatives the same? Do you think a group of farmers would form the same kind of cooperative as a group of teachers saving money?"	Engage in the discussion, considering different needs leading to different cooperative types.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Competence Development	30	Explain different Types of Cooperatives and their roles:Emphasize how each type addresses specific economic needs.	Discuss the benefits specific to each cooperative type. Identify any cooperatives they know in their local area.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Design	20	Instruct them to create a short, simple poster or diagram illustrating the main function of their assigned cooperative and giving one local example if possible.	Include a relevant example.Present their poster/diagram to the class.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Realizations	20	Prepare physical model, use interviews and short quizzes	Present prepared model, attempt quizzes and participate in interview	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described

REMARKS

Lesson Plan fi8

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(c) Describe the role of microfinancing and cooperatives in facilitating business formation and operations

5. SPECIFIC ACTIVITY

Benefits and Challenges of Cooperatives

6. TEACHING/LEARNING RESOURCE

Online/ offline sources

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Recap different types of cooperatives. "We've seen that cooperatives can help people in various ways. What are the main good things that come from joining or forming a cooperative?"	Recall cooperative types and their roles.Brainstorm potential benefits and challenges of working in a group.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Competence Development	30	Use a T-chart or Venn diagram to highlight similarities (both help small businesses, provide finance) and differences (MFIs are external organizations, Cooperatives are member-owned	Copy the benefits and challenges of cooperatives.Actively participate in the comparison of MFIs and Cooperatives, filling in the T-chart/Venn diagram.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Design	20	Instruct students, in pairs, to decide whether an MFI or a Cooperative (and which type) would be the most suitable solution for each scenario, providing a brief justification.	Work in pairs to analyze the scenarios.Apply their understanding of MFIs and Cooperatives to determine the best fit for each.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Realizations	20	Employ use of flashcards, questions and answers and written assignments	Respond to flash cards answer oral questions and written assignments	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described

REMARKS

Lesson Plan fi9

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

2.0 Solve social challenges using business skills

3. SPECIFIC COMPETENCE

2.1 Demonstrate mastery of the basic skills of operating a small-scale business

4. MAIN ACTIVITY

(a) Describe the basic aspects of management for small businesses

5. SPECIFIC ACTIVITY

Meaning of Management & Its Importance for Small Businesses

6. TEACHING/LEARNING RESOURCE

Online/ offline sources and budget template

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Begin by asking: "We've learned how businesses get started and get money. But what happens after a business is set up? What does the owner actually do to make it successful?"	Respond to questions, sharing initial ideas about what owners do.Observe pictures and discuss differences, linking them to efficiency.	The basic aspects of management for small businesses are described
Competence Development	30	Formally define Management (for a small business): "The process of planning, organizing, leading, and controlling the resources (people, money, materials) of a business to achieve its goals effectively and efficiently.	Copy the definition of management and the four basic functions. Take notes on the importance of management.	The basic aspects of management for small businesses are described
Design	20	Instruct them to list at least two things the student would need to "manage" (plan, organize, lead, control) to make their juice business successful.	List at least two management activities relevant to the scenario. Prepare to briefly share one point with the class.	The basic aspects of management for small businesses are described
Realizations	20	Employ use of flashcards, questions and answers and written assignments	Respond to flash cards answer oral questions and written assignments	The basic aspects of management for small businesses are described

REMARKS

Lesson Plan 20

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

2.0 Solve social challenges using business skills

3. SPECIFIC COMPETENCE

2.1 Demonstrate mastery of the basic skills of operating a small-scale business

4. MAIN ACTIVITY

(a) Describe the basic aspects of management for small businesses

5. SPECIFIC ACTIVITY

Financial Records Keeping for Small Businesses

6. TEACHING/LEARNING RESOURCE

Online/ offline sources and budget template

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "If you sell something, how do you remember how much money you got? Or how much you spent?" (Guide to 'writing it down'/'keeping records').	Engage in the discussion, thinking about tracking money. Share any personal experiences with keeping track of money.	The basic aspects of management for small businesses are described
Competence Development	30	Define Financial Records Keeping: "Systematically recording all money transactions (income and expenses) of a business."	Observe and understand the function of receipts, invoices, and payment vouchers.Practice simple entries in a simulated cash book in their notebooks.	The basic aspects of management for small businesses are described
Design	20	Instruct them to write down what financial record would be generated for each scenario (e.g., "Issue a receipt," "Receive a payment voucher/receipt").	Identify the appropriate financial record for each transaction. Share their answers with the class.	The basic aspects of management for small businesses are described
Realizations	20	Prepare physical model, use interviews and short quizzes	Present prepared model, attempt quizzes and participate in interview	The basic aspects of management for small businesses are described

REMARKS

Lesson Plan 2fi

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

2.0 Solve social challenges using business skills

3. SPECIFIC COMPETENCE

2.1 Demonstrate mastery of the basic skills of operating a small-scale business

4. MAIN ACTIVITY

(a) Describe the basic aspects of management for small businesses

5. SPECIFIC ACTIVITY

Other Records Keeping for Small Businesses

6. TEACHING/LEARNING RESOURCE

Online/ offline sources and budget template

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "If you run a shop, how do you know how many items you have left? Or who owes you money?"	Recall financial records.Brainstorm other important information a business needs to track.	The basic aspects of management for small businesses are described
Competence Development	30	Define Other (Non-Financial) Records: "Records that track information other than money, essential for operational and administrative purposes."	Copy the definition and importance of other records. Take notes on different types of non-financial records.	The basic aspects of management for small businesses are described
Design	20	Ask students to list two non-financial records you would need to keep for your bakery and explain why each is important. (e.g., "stock record for flour to know when to reorder," "customer order book to manage custom cake orders")	Explain the importance of each record for the bakery. Share their answers and justifications with the class.	The basic aspects of management for small businesses are described
Realizations	20	Use portfolios, performance assessment, and questions and answers	Students present portfolio, answer questions orally and perform tasks	The basic aspects of management for small businesses are described

REMARKS

Lesson Plan 22

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

2.0 Solve social challenges using business skills

3. SPECIFIC COMPETENCE

2.1 Demonstrate mastery of the basic skills of operating a small-scale business

4. MAIN ACTIVITY

(a) Describe the basic aspects of management for small businesses

5. SPECIFIC ACTIVITY

Calculation of Profit and Loss

6. TEACHING/LEARNING RESOURCE

Online/ offline sources and budget template

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Recap financial records. "Why do we keep all these records?" (Guide to "to know how the business is doing").	Discuss the aim of businesses.Listen to the introduction of profit and loss.	The basic aspects of management for small businesses are described
Competence Development	30	Define Expenses: "The costs incurred by a business in order to operate and generate revenue (e.g., rent, wages, cost of goods bought, electricity)."	Practice calculations in their notebooks using new figures provided by the teacher.Listen and take notes on the importance of knowing profit/loss.	The basic aspects of management for small businesses are described
Design	20	Prepare a short worksheet with 2-3 simple scenarios, each providing total revenue and total expenses for a small business over a period.	Work individually or in pairs to complete the calculations on the worksheet.Clearly state if it's a profit or loss and the amount.	The basic aspects of management for small businesses are described
Realizations	20	Employ use of flashcards, questions and answers and written assignments	Respond to flash cards answer oral questions and written assignments	The basic aspects of management for small businesses are described

REMARKS

Lesson Plan 23

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

2.0 Solve social challenges using business skills

3. SPECIFIC COMPETENCE

2.1 Demonstrate mastery of the basic skills of operating a small-scale business

4. MAIN ACTIVITY

(a) Describe the basic aspects of management for small businesses

5. SPECIFIC ACTIVITY

Budgeting and Control

6. TEACHING/LEARNING RESOURCE

Online/ offline sources and budget template

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "Who here plans how to spend their pocket money? Why do you do it?" (Guide to 'planning ahead'/'avoiding running out of money').	Discuss personal experiences with planning money. Listen to the introduction of budgeting.	The basic aspects of management for small businesses are described
Competence Development	30	Define Budgeting: "A detailed financial plan that estimates future revenues and expenses over a specific period (e.g., month, quarter, year)."	Use the thermometer analogy: "A budget is like setting a temperature. Control is checking the thermometer and adjusting the heater/cooler if it's too high or low."	The basic aspects of management for small businesses are described
Design	20	gUIDE Create a very simple budget for this business for the next month (expected income, expenses, profit).	Brainstorm a control measure.Share their budget and control idea with the class.	The basic aspects of management for small businesses are described
Realizations	20	Prepare physical model, use interviews and short quizzes	Present prepared model, attempt quizzes and participate in interview	The basic aspects of management for small businesses are described

REMARKS

Lesson Plan 24

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

2.0 Solve social challenges using business skills

3. SPECIFIC COMPETENCE

2.1 Demonstrate mastery of the basic skills of operating a small-scale business

4. MAIN ACTIVITY

(a) Describe the basic aspects of management for small businesses

5. SPECIFIC ACTIVITY

Administration for Small Businesses

6. TEACHING/LEARNING RESOURCE

Online/ offline sources and budget template

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Recap financial management, budgeting, and profit/loss. "We've talked about money, but what about all the other 'paperwork' and 'organizing' that makes a business run smoothly?"	Think about organizational tasks in various settings.Listen to the introduction of administration.	The basic aspects of management for small businesses are described
Competence Development	30	Define Administration (for a small business): "The management and organization of all tasks and resources that support the daily operations of a business, ensuring smooth functioning and compliance."	Discuss why each administrative task is necessary.Identify administrative tasks they see happening at school or home.	The basic aspects of management for small businesses are described
Design	20	Ask students to list three important administrative tasks you would need to perform to ensure your salon runs smoothly and legally.	Brainstorm and list three relevant administrative tasks. Share their answers and explain their importance to the class.	The basic aspects of management for small businesses are described
Realizations	20	Use portfolios, performance assessment, and questions and answers	Students present portfolio, answer questions orally and perform tasks	The basic aspects of management for small businesses are described

REMARKS

Lesson Plan 25

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

2.0 Solve social challenges using business skills

3. SPECIFIC COMPETENCE

2.1 Demonstrate mastery of the basic skills of operating a small-scale business

4. MAIN ACTIVITY

(b) Describe the basic aspects of warehousing and inventorying for small businesses

5. SPECIFIC ACTIVITY

Introduction to Warehousing - What is a Warehouse?

6. TEACHING/LEARNING RESOURCE

Online/offline sources, samples of goods received note, goods release note, bin cards delivery note, inventory ledger, and other relevant inventory documents

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Begin by asking: "Imagine a shop that sells many different items, like a supermarket or a hardware store. Where do they keep all their goods before they are sold to customers?"	Respond to questions, sharing their initial ideas about where shops keep goods.Observe the picture and discuss the problems associated with disorganized storage.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Competence Development	30	Formally define Warehouse: "A building or space used for the storage of goods or raw materials before they are distributed, processed, or sold." Emphasize that it's a place for temporary holding	Actively listen to examples and ask clarifying questions about who needs a warehouse.Suggest other businesses that might use warehouses.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Design	20	Instruct them to explain why their assigned business would need a warehouse and what kind of goods they would store there.	Identify goods to be stored.Prepare to briefly present their findings to the class.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Realizations	20	Employ use of flashcards, questions and answers and written assignments	Respond to flash cards answer oral questions and written assignments	The basic aspects of warehousing and inventorying for small businesses are clearly described

REMARKS

Lesson Plan 26

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

2.0 Solve social challenges using business skills

3. SPECIFIC COMPETENCE

2.1 Demonstrate mastery of the basic skills of operating a small-scale business

4. MAIN ACTIVITY

(b) Describe the basic aspects of warehousing and inventorying for small businesses

5. SPECIFIC ACTIVITY

Functions of Warehousing - Storage and Protection

6. TEACHING/LEARNING RESOURCE

Online/offline sources, samples of goods received note, goods release note, bin cards delivery note, inventory ledger, and other relevant inventory documents

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "What is the most obvious thing that happens in a warehouse?" (Guide to 'storing things').	Recall the definition and purpose of a warehouse.Participate in the discussion about the basic activities within a warehouse.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Competence Development	30	Discuss different ways goods are stored: on shelves, pallets, in racks, in specific temperature conditions (e.g., cold storage for food).Emphasize organization for easy retrieval.	Discuss how a warehouse helps prevent losses and damage.Ask questions about specific protection methods.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Design	20	Present a scenario: "A small grocery shop has bought a large stock of perishable goods like fruits and vegetables."	Formulate two explanations related to storage and protection.Share their answers with the class, explaining the benefits.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Realizations	20	Prepare physical model, use interviews and short quizzes	Present prepared model, attempt quizzes and participate in interview	The basic aspects of warehousing and inventorying for small businesses are clearly described

REMARKS

Lesson Plan 27

Name of School

..

Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

2.0 Solve social challenges using business skills

3. SPECIFIC COMPETENCE

2.1 Demonstrate mastery of the basic skills of operating a small-scale business

4. MAIN ACTIVITY

(b) Describe the basic aspects of warehousing and inventorying for small businesses

5. SPECIFIC ACTIVITY

Functions of Warehousing - Consolidation, Break Bulk, and Value Addition

6. TEACHING/LEARNING RESOURCE

Online/offline sources, samples of goods received note, goods release note, bin cards delivery note, inventory ledger, and other relevant inventory documents

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Show the consolidation diagram (many small boxes coming in, one big box leaving). Ask: "What's happening here? Why would a business do this?" (Guide to 'grouping things').	Observe diagrams and infer the processes of grouping and dividing goods.Listen to the introduction of new functions.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Competence Development	30	Explain Consolidation: "The function of combining small shipments from different suppliers into one large, economical shipment for transport."	Discuss how these functions contribute to efficiency. Ask questions about specific value-addition activities.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Design	20	Ask students to identify at least one consolidation, one break bulk, and one value addition activity that this company's warehouse might perform.	Identify and list relevant activities for each function.Share their answers and reasoning with the class.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Realizations	20	Use portfolios, performance assessment, and questions and answers	Use portfolios, performance assessment, and questions and answers	The basic aspects of warehousing and inventorying for small businesses are clearly described

REMARKS

Lesson Plan 28

Name of School

..

Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

2.0 Solve social challenges using business skills

3. SPECIFIC COMPETENCE

2.1 Demonstrate mastery of the basic skills of operating a small-scale business

4. MAIN ACTIVITY

(b) Describe the basic aspects of warehousing and inventorying for small businesses

5. SPECIFIC ACTIVITY

Introduction to Inventory and its Importance

6. TEACHING/LEARNING RESOURCE

Online/offline sources, samples of goods received note, goods release note, bin cards delivery note, inventory ledger, and other relevant inventory documents

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Show a picture of overstocked shelves. Ask: "What problems might this shop face?" (Goods expiring, taking up space, tied up money).	Observe pictures and discuss problems associated with too little or too much stock.Listen attentively to the introduction of inventory.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Competence Development	30	Formally define Inventory (Stock): "The raw materials, work-in-progress, and finished goods that a business holds for future use or sale.	Discuss real-life examples of businesses benefiting from good inventory management or suffering from poor management.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Design	20	Ask each pair to think of a small business (e.g., a clothes boutique, a mobile phone accessories shop).	Brainstorm and identify two reasons why inventory is important for their chosen business.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Realizations	20	Employ use of flashcards, questions and answers and written assignments	Respond to flash cards answer oral questions and written assignments	The basic aspects of warehousing and inventorying for small businesses are clearly described

REMARKS

Lesson Plan 29

Name of School

..

Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

2.0 Solve social challenges using business skills

3. SPECIFIC COMPETENCE

2.1 Demonstrate mastery of the basic skills of operating a small-scale business

4. MAIN ACTIVITY

(b) Describe the basic aspects of warehousing and inventorying for small businesses

5. SPECIFIC ACTIVITY

Functions of Inventory - Buffer, Speculative, and Transit

6. TEACHING/LEARNING RESOURCE

Online/offline sources, samples of goods received note, goods release note, bin cards delivery note, inventory ledger, and other relevant inventory documents

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "What if a supplier suddenly stops delivering goods? Or prices go up unexpectedly? How can a business prepare for these surprises?" (Guide to 'having some extra stock').	Recall the meaning and general importance of inventory. Engage in the discussion about preparing for unexpected events.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Competence Development	30	Explain Buffer (Safety) Inventory: "Extra stock held to guard against unexpected variations in demand or supply (e.g., sudden increase in sales, supplier delays, production breakdowns).	Discuss how these functions help a business operate more smoothly or profitably.Ask questions about how to manage these different types of inventory.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Design	20	Ask students to identify which function of inventory (buffer, speculative, or transit) is demonstrated in each scenario.	Identify the correct inventory function for each.Share their answers and justifications with the class.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Realizations	20	Prepare physical model, use interviews and short quizzes	Present prepared model, attempt quizzes and participate in interview	The basic aspects of warehousing and inventorying for small businesses are clearly described

REMARKS

Lesson Plan 30

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

2.0 Solve social challenges using business skills

3. SPECIFIC COMPETENCE

2.1 Demonstrate mastery of the basic skills of operating a small-scale business

4. MAIN ACTIVITY

(b) Describe the basic aspects of warehousing and inventorying for small businesses

5. SPECIFIC ACTIVITY

Relationship Between Warehousing and Inventorying & Basic Types

6. TEACHING/LEARNING RESOURCE

Online/offline sources, samples of goods received note, goods release note, bin cards delivery note, inventory ledger, and other relevant inventory documents

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "Are all warehouses owned by the businesses that use them? Are all types of inventory the same?"	Think about the connection between the place and the goods.Consider different ownership models for warehouses and stages of goods.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Competence Development	30	Explain the Relationship between Warehousing and Inventorying: "Warehousing is the activity of storing goods, and a warehouse is the place where this happens. Inventory is the goods themselves that are being stored and managed within the warehouse."	Take notes on the different types of warehouses and inventory.Discuss how the types of inventory relate to the production process.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Design	20	Facilitate a class discussion to review their answers, emphasizing the practical application.	Make an informed decision about the type of warehouse and justify it.Share their answers and reasoning with the class.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Realizations	20	Use portfolios, performance assessment, and questions and answers	Students present portfolio, answer questions orally and perform tasks	The basic aspects of warehousing and inventorying for small businesses are clearly described

REMARKS

Lesson Plan 3fi

Name of School

..

Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

3.0 Apply business knowledge in various contexts

3. SPECIFIC COMPETENCE

3.1 Apply business theories into practice

4. MAIN ACTIVITY

(a) Identify business opportunities available in the local environment

5. SPECIFIC ACTIVITY

Introduction to Business Opportunities - What is it?

6. TEACHING/LEARNING RESOURCE

Online/ offline sources, tools, pitch guide template, and pitch rubric

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Begin by asking: "We've learned about how businesses operate. But before anyone starts a business, what must they have?" (Guide to 'an idea').	espond to questions, sharing initial ideas about business beginnings.Observe the picture and brainstorm potential business solutions to the problem.	The business opportunities available in the local environment are identified
Competence Development	30	Formally define Business Opportunity: "A favorable situation or condition that an entrepreneur can seize to start a business that offers a product or service to satisfy a market need or solve a problem, resulting in profit.	Copy the definition of a business opportunity.Take notes on the difference between an idea and an opportunity.	The business opportunities available in the local environment are identified
Design	20	Ask each group to think of a simple problem they face or see in their school compound or immediate neighborhood (e.g., lack of clean water, no affordable snacks, messy classrooms).	Transform the problem into a potential business opportunity.. Prepare to briefly present their identified opportunity to the class.	The business opportunities available in the local environment are identified
Realizations	20	Employ use of flashcards, questions and answers and written assignments	Respond to flash cards answer oral questions and written assignments	The business opportunities available in the local environment are identified

REMARKS

Lesson Plan 32

Name of School

..

Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

3.0 Apply business knowledge in various contexts

3. SPECIFIC COMPETENCE

3.1 Apply business theories into practice

4. MAIN ACTIVITY

(a) Identify business opportunities available in the local environment

5. SPECIFIC ACTIVITY

Sources of Business Ideas

6. TEACHING/LEARNING RESOURCE

Online/ offline sources, tools, pitch guide template, and pitch rubric

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "Where do you think people get their ideas for businesses? Do they just pop into their heads, or do they come from somewhere specific?"	Recall the definition and importance of business opportunities. Engage in the discussion about where ideas come from.	The business opportunities available in the local environment are identified
Competence Development	30	Discuss Sources of Business Ideas:Give specific local examples for each source.	Share personal hobbies/skills and brainstorm potential business ideas from them.Discuss how they might use these sources in the future.	The business opportunities available in the local environment are identified
Design	20	Provide each student with an "idea generation" card (e.g., "Your hobby is gardening," "You notice a lot of plastic waste," "You are good at teaching").	Apply the learned sources to generate a business idea. Share their idea and the source with the class.	The business opportunities available in the local environment are identified
Realizations	20	Prepare physical model, use interviews and short quizzes	Present prepared model, attempt quizzes and participate in interview	The business opportunities available in the local environment are identified

REMARKS

Lesson Plan 33

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

3.0 Apply business knowledge in various contexts

3. SPECIFIC COMPETENCE

3.1 Apply business theories into practice

4. MAIN ACTIVITY

(a) Identify business opportunities available in the local environment

5. SPECIFIC ACTIVITY

Analyzing Local Needs and Gaps

6. TEACHING/LEARNING RESOURCE

Online/ offline sources, tools, pitch guide template, and pitch rubric

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "Once you have an idea, how do you know if people in your specific area (neighborhood, town) will actually buy your product or service?"	Recall sources of ideas. Engage in discussion about market relevance.	The business opportunities available in the local environment are identified
Competence Development	30	Explain Analyzing Local Needs and Gaps: "Systematically looking for problems that people in a specific area face, or services/products that are missing or poorly provided, which a business could address."	Discuss local examples of unmet needs in their community.Practice identifying needs from given scenarios.	The business opportunities available in the local environment are identified
Design	20	Instruct them to brainstorm and list at least two unmet needs or gaps they observe or imagine in that area, and for each, suggest a business opportunity to address it.	Brainstorm unmet needs/gaps and propose business solutions. Prepare to present their findings to the class.	The business opportunities available in the local environment are identified
Realizations	20	Use portfolios, performance assessment, and questions and answers	Students present portfolio, answer questions orally and perform tasks	The business opportunities available in the local environment are identified

REMARKS

Lesson Plan 34

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

3.0 Apply business knowledge in various contexts

3. SPECIFIC COMPETENCE

3.1 Apply business theories into practice

4. MAIN ACTIVITY

(a) Identify business opportunities available in the local environment

5. SPECIFIC ACTIVITY

Utilizing Local Resources for Business Opportunities

6. TEACHING/LEARNING RESOURCE

Online/ offline sources, tools, pitch guide template, and pitch rubric

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Show pictures of local raw materials or unique local products. Ask: "What kinds of businesses could be started using these items that are found here easily?"	Recall previous concepts. Observe pictures and brainstorm businesses related to local resources.	The business opportunities available in the local environment are identified
Competence Development	30	Provide examples of businesses that leverage specific local resources (e.g., basket weaving using local sisal, brick making using local clay, a tour company using local natural attractions).	Brainstorm local resources available in their own community. Discuss business ideas that could be developed from these resources.	The business opportunities available in the local environment are identified
Design	20	Instruct them to identify one common local resource (natural or human skill) and then brainstorm a business idea that uses that resource.	Develop a business idea that utilizes that resource.Share their idea with the class, explaining the link to the resource.	The business opportunities available in the local environment are identified
Realizations	20	Employ use of flashcards, questions and answers and written assignments	Respond to flash cards answer oral questions and written assignments	The business opportunities available in the local environment are identified

REMARKS

Lesson Plan 35

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

3.0 Apply business knowledge in various contexts

3. SPECIFIC COMPETENCE

3.1 Apply business theories into practice

4. MAIN ACTIVITY

(a) Identify business opportunities available in the local environment

5. SPECIFIC ACTIVITY

Considering Personal Skills and Interests for Business Opportunities

6. TEACHING/LEARNING RESOURCE

Online/ offline sources, tools, pitch guide template, and pitch rubric

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Show pictures of people engaged in hobbies or skilled activities. Ask: "Can any of these activities be turned into a business?"	Engage in discussion about personal strengths and passions.Observe pictures and brainstorm potential businesses from hobbies/skills.	The business opportunities available in the local environment are identified
Competence Development	30	Explain Considering Personal Skills and Interests: "Starting a business based on what you are naturally good at, or what you enjoy doing, which makes the work more engaging and often more successful."	Asking friends and family about their strengths.Thinking about problems they enjoy solving.	The business opportunities available in the local environment are identified
Design	20	Copy the explanation of using personal skills/interests. Take notes on the importance of this approach.	Instruct them to choose one skill or interest and develop a small business idea that directly uses it. They should briefly explain how their skill/interest makes the business viable.	The business opportunities available in the local environment are identified
Realizations	20	Prepare physical model, use interviews and short quizzes	Present prepared model, attempt quizzes and participate in interview	The business opportunities available in the local environment are identified

REMARKS

Lesson Plan 36

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

3.0 Apply business knowledge in various contexts

3. SPECIFIC COMPETENCE

3.1 Apply business theories into practice

4. MAIN ACTIVITY

(a) Identify business opportunities available in the local environment

5. SPECIFIC ACTIVITY

Feasibility and Viability of Business Opportunities

6. TEACHING/LEARNING RESOURCE

Online/ offline sources, tools, pitch guide template, and pitch rubric

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Show the picture of the challenging business idea. Ask: "Is this a good idea for someone in our community to start? Why not?" (Guide to 'not enough money,' 'no skills,' 'no market').	Engage in the discussion about the practicality of business ideas.Listen to the introduction of feasibility and viability.	The business opportunities available in the local environment are identified
Competence Development	30	Define Feasibility: "The practicality of a business idea; whether it can be done with available resources (time, money, skills, technology)."	Apply the checks to the simple example given.Discuss why both feasibility and viability are essential.	The business opportunities available in the local environment are identified
Design	20	Ask students, in their groups, to discuss and list at least two questions they would ask to assess the feasibility (can it be done?) and two questions for the viability (will it make money?) of this car wash business.	Brainstorm questions to assess the feasibility and viability of the car wash idea.Share their questions and reasoning with the class.	The business opportunities available in the local environment are identified
Realizations	20	Use portfolios, performance assessment, and questions and answers	Students present portfolio, answer questions orally and perform tasks	The business opportunities available in the local environment are identified

REMARKS

Lesson Plan 37

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(a) Explain the concept of production

5. SPECIFIC ACTIVITY

Introduction to Production - What is Production?

6. TEACHING/LEARNING RESOURCE

Online/ offline sources

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Begin by asking students: "What do you think happens before we can buy things like clothes, food, or even get a haircut?"	Respond to the teacher's questions, sharing their initial ideas about where products come from	The concept of production is clearly explained
Competence Development	30	Formally define production: "Production is the process of creating goods and services to satisfy human wants.Lead a discussion comparing production and consumption	Actively listen to examples and ask clarifying questions. Participate in the discussion, distinguishing between production and consumption.	The concept of production is clearly explained
Design	20	Instruct them to draw or list at least five examples of production activities they see around them (at home, school, market, etc.) and explain how value is added in each case.	Work collaboratively in their groups. Brainstorm and identify various production activities.	The concept of production is clearly explained
Realizations	20	Use portfolios, performance assessment, and questions and answers	Students present portfolio, answer questions orally and perform tasks	The concept of production is clearly explained

REMARKS

Lesson Plan 38

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(a) Explain the concept of production

5. SPECIFIC ACTIVITY

Types of Production - Extractive and Genetic

6. TEACHING/LEARNING RESOURCE

Online/ offline sources

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Show a picture of a coal mine and a picture of a dairy farm. Ask: "How are these two activities similar? How are they different in terms of getting products?"	Observe the pictures and discuss similarities and differences in how products are obtained.	The concept of production is clearly explained
Competence Development	30	Introduce Extractive Production: "This involves getting raw materials directly from nature, without significantly changing their form	Participate in the comparative discussion, highlighting differences.	The concept of production is clearly explained
Design	20	Prepare a worksheet with a list of activities (e.g., harvesting tea, drilling for oil, raising chickens, deep-sea fishing, growing flowers, quarrying stones)	Categorize the given activities based on their understanding of extractive and genetic production.	The concept of production is clearly explained
Realizations	20	Prepare physical model, use interviews and short quizzes	Present prepared model, attempt quizzes and participate in interview	The concept of production is clearly explained

REMARKS

Lesson Plan 39

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(a) Explain the concept of production

5. SPECIFIC ACTIVITY

ypes of Production - Manufacturing and Commercial

6. TEACHING/LEARNING RESOURCE

Online/ offline sources

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "Once we have raw materials (like timber or cotton), what happens next to turn them into products we can use, like furniture or clothes?"	Engage in the discussion, thinking about the next steps in the production chain.Observe the pictures and identify differences.	The concept of production is clearly explained
Competence Development	30	Introduce Manufacturing Production: "This involves transforming raw materials or semi-finished goods into finished products.	Take notes on the definitions and examples of manufacturing and commercial production.Ask questions about the different components of commercial production	The concept of production is clearly explained
Design	20	Present various scenarios or activities (e.g., a baker making bread, a truck delivering goods, a bank providing a loan, a farmer selling produce at a market, a textile factory)	Categorize the activities and formulate justifications. Share their answers and reasoning with the class.	The concept of production is clearly explained
Realizations	20	Employ use of flashcards, questions and answers and written assignments	Respond to flash cards answer oral questions and written assignments	The concept of production is clearly explained

REMARKS

Lesson Plan 40

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(a) Explain the concept of production

5. SPECIFIC ACTIVITY

Factors of Production - Land and Labour

6. TEACHING/LEARNING RESOURCE

Online/ offline sources

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "If you wanted to start a business to make bread, what would you need?" (Brainstorming: flour, oven, a place, someone to bake, money).	Participate in the brainstorming session, suggesting resources needed for a business.	The concept of production is clearly explained
Competence Development	30	Introduce Land: "This refers to all natural resources supplied by nature, above, on, or below the earth's surface."Introduce Labour: "This refers to all human effort, mental or physical, directed towards the production of wealth	Copy definitions, characteristics, and rewards for land and labour into their notebooks.	The concept of production is clearly explained
Design	20	Provide students with a few short scenarios or pictures (e.g., a miner, a tract of fertile land, a construction worker, a river).	Analyze the given scenarios/pictures. Identify the factor of production and its reward.	The concept of production is clearly explained
Realizations	20	Use portfolios, performance assessment, and questions and answers	Students present portfolio, answer questions orally and perform tasks	The concept of production is clearly explained

REMARKS

Lesson Plan 4fi

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(a) Explain the concept of production

5. SPECIFIC ACTIVITY

Factors of Production - Capital and Entrepreneurship

6. TEACHING/LEARNING RESOURCE

Online/ offline sources

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Pose a problem: "Imagine you have fertile land and strong workers, but you still need an oven for your bread business and someone to organize everything. What are these missing pieces?"	Recall and state land and labour as factors of production with their rewards.	The concept of production is clearly explained
Competence Development	30	Introduce Capital: "This refers to all man-made resources used in the production process. Define enterpreneurship	Copy definitions, characteristics, and rewards for capital and entrepreneurship.Ask questions about the different forms of capital	The concept of production is clearly explained
Design	20	Prepare a short case study or a scenario of a small business (e.g., a local tailoring shop, a small farm, a bakery).	Read and analyze the case study/scenario. Identify and list the different factors of production involved.	The concept of production is clearly explained
Realizations	20	Prepare physical model, use interviews and short quizzes	Present prepared model, attempt quizzes and participate in interview	The concept of production is clearly explained

REMARKS

Lesson Plan 42

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(a) Explain the concept of production

5. SPECIFIC ACTIVITY

Importance of Production

6. TEACHING/LEARNING RESOURCE

Online/ offline sources

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "Why do we bother with all this production? What would life be like if there was no production happening?" (Lead a brief discussion on scarcity and human wants).	Participate in the discussion, imagining a world without production.	The concept of production is clearly explained
Competence Development	30	Discuss the Importance of Production to Individuals:Discuss the Importance of Production to the Society/Country:	Take notes on the importance of production to individuals and society. Ask questions and contribute examples from their own observations.	The concept of production is clearly explained
Design	20	Assign each group one or two aspects of the importance of production (e.g., "How does production lead to employment?" or "How does production help the government earn money?")	Collaborate in their groups.Brainstorm ideas to illustrate their assigned point.	The concept of production is clearly explained
Realizations	20	Employ use of flashcards, questions and answers and written assignments	Respond to flash cards answer oral questions and written assignments	The concept of production is clearly explained

REMARKS

Lesson Plan 43

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(b) Describe sources of capital for small businesses

5. SPECIFIC ACTIVITY

Introduction to Business Finance & Personal Savings

6. TEACHING/LEARNING RESOURCE

Online/offline sources, bronchures from banks and microfinances

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Begin by asking: "If you wanted to start a small business, like selling mandazi or making crafts, what is the first thing you would need besides the idea?"	Respond to the teacher's questions, sharing their initial ideas about what's needed to start a business.	The sources of capital for small businesses are clearly described
Competence Development	30	Formally define Business Finance: "The money or capital required to run a business. It's like the fuel that keeps the business engine running."	Copy the definition of business finance and personal savings.Listen to explanations of advantages and disadvantages, taking notes.	The sources of capital for small businesses are clearly described
Design	20	Ask each pair to discuss a small business idea they might start using only personal savings.	Identify and list one advantage and one disadvantage specific to their business idea and the use of personal savings.	The sources of capital for small businesses are clearly described
Realizations	20	Prepare physical model, use interviews and short quizzes	Present prepared model, attempt quizzes and participate in interview	The sources of capital for small businesses are clearly described

REMARKS

Lesson Plan 44

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(b) Describe sources of capital for small businesses

5. SPECIFIC ACTIVITY

Funds from Family and Friends

6. TEACHING/LEARNING RESOURCE

Online/offline sources, bronchures from banks and microfinances

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Pose a scenario: "You have a great business idea, but your personal savings aren't enough. Who else might you turn to first for help?"	Recall and articulate the previous lesson's key points. Engage in the scenario, suggesting people they might ask for financial help.	The sources of capital for small businesses are clearly described
Competence Development	30	Introduce Funds from Family and Friends: "Money borrowed or received as a gift from relatives or close friends to start or grow a business	Copy the definition and forms of finance from family and friends.Take notes on advantages and disadvantages.	The sources of capital for small businesses are clearly described
Design	20	Provide each group with a scenario card (e.g., "Your aunt gives you KES 5,000 for your business. What are two things you must remember to do?").	Work collaboratively in their groups to analyze the scenario.Brainstorm and discuss responsible ways to manage funds from family/friends.	The sources of capital for small businesses are clearly described
Realizations	20	Employ use of flashcards, questions and answers and written assignments	Respond to flash cards answer oral questions and written assignments	The sources of capital for small businesses are clearly described

REMARKS

Lesson Plan 45

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(b) Describe sources of capital for small businesses

5. SPECIFIC ACTIVITY

Loans - Bank Loans

6. TEACHING/LEARNING RESOURCE

Online/offline sources, bronchures from banks and microfinances

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Show a picture of a bank. Ask: "What do banks do with money? How can they help businesses?"	Engage in the discussion about needing larger sums of money.Share their prior knowledge about banks.	The sources of capital for small businesses are clearly described
Competence Development	30	Introduce Bank Loans: "Money borrowed from a financial institution (like a bank) that must be repaid with interest over a specific period."	Take notes on the process, advantages, and disadvantages. Ask clarifying questions about collateral and interest.	The sources of capital for small businesses are clearly described
Design	20	Ask students to list at least three things they would need to do or show a bank to get a loan for this business.	Brainstorm and list practical steps or requirements for obtaining a bank loan.Share their lists with the class.	The sources of capital for small businesses are clearly described
Realizations	20	Use portfolios, performance assessment, and questions and answers	Students present portfolio, answer questions orally and perform tasks	The sources of capital for small businesses are clearly described

REMARKS

Lesson Plan 46

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(b) Describe sources of capital for small businesses

5. SPECIFIC ACTIVITY

Loans - Microfinance Institutions (MFIs)

6. TEACHING/LEARNING RESOURCE

Online/offline sources, bronchures from banks and microfinances

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Pose a question: "What if someone has a great small business idea but can't get a big bank loan because they don't have collateral or need only a small amount?"	Recall challenges associated with bank loans. Consider alternative solutions for small businesses.	The sources of capital for small businesses are clearly described
Competence Development	30	Discuss Advantages: Accessible to many, no/less collateral, flexible repayment, often combined with training/supportDiscuss Disadvantages: High interest rates (sometimes higher than banks), very small loan amounts, pressure from group if group-lending.	Actively participate in the comparison with bank loans. Discuss the concept of group-based lending.	The sources of capital for small businesses are clearly described
Design	20	Ask students: "Which type of loan (bank or microfinance) would be more suitable for person A, and which for person B? Explain why."	Decide which loan type is more suitable for each and formulate their justifications.Share and defend their choices during the class discussion.	The sources of capital for small businesses are clearly described
Realizations	20	Prepare physical model, use interviews and short quizzes	Present prepared model, attempt quizzes and participate in interview	The sources of capital for small businesses are clearly described

REMARKS

Lesson Plan 47

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(b) Describe sources of capital for small businesses

5. SPECIFIC ACTIVITY

Deferred Payments (Credit)

6. TEACHING/LEARNING RESOURCE

Online/offline sources, bronchures from banks and microfinances

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "Imagine you own a small shop and need more goods to sell, but you don't have cash right now. What might you ask your supplier?" (Guide to "buy now, pay later").	Participate in the discussion, considering how to acquire goods without immediate cash.Share any personal experiences with buying on credit (e.g., using a parent's tab).	The sources of capital for small businesses are clearly described
Competence Development	30	Define Deferred Payments (Credit): "Receiving goods or services now with a promise to pay for them at a later agreed date	Copy the definition of deferred payments and its forms. Take notes on advantages and disadvantages.	The sources of capital for small businesses are clearly described
Design	20	Present a scenario: "A baker needs more flour to bake bread for tomorrow, but doesn't have enough cash today. His supplier offers to give him the flour now, and he can pay next week.	State one advantage for the baker using this method.State one potential disadvantage if the baker doesn't manage it well.	The sources of capital for small businesses are clearly described
Realizations	20	Employ use of flashcards, questions and answers and written assignments	Respond to flash cards answer oral questions and written assignments	The sources of capital for small businesses are clearly described

REMARKS

Lesson Plan 48

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(b) Describe sources of capital for small businesses

5. SPECIFIC ACTIVITY

Review of Sources & Choosing the Right Source

6. TEACHING/LEARNING RESOURCE

Online/offline sources, bronchures from banks and microfinances

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Pose the big question: "Now that we know different ways to get money, how does a business owner decide which one is best for their business?"	Actively participate in the review, recalling definitions and examples.Think critically about the decision-making process for choosing finance.	The sources of capital for small businesses are clearly described
Competence Development	30	Briefly recap all sources on the board, emphasizing their unique characteristics (size of funds, repayment terms, risk, formality).	Copy the factors influencing the choice of finance. Engage in discussions about how different factors lead to different choices	The sources of capital for small businesses are clearly described
Design	20	Identify the most suitable source(s) of finance for each scenario.Justify their choice based on at least two factors discussed.	Apply the knowledge of different finance sources and influencing factors.Prepare and present their recommendations and justifications to the class.	The sources of capital for small businesses are clearly described
Realizations	20	Use portfolios, performance assessment, and questions and answers	Students present portfolio, answer questions orally and perform tasks	The sources of capital for small businesses are clearly described

REMARKS

Lesson Plan 49

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(c) Describe the role of microfinancing and cooperatives in facilitating business formation and operations

5. SPECIFIC ACTIVITY

Introduction to Microfinance and its Importance

6. TEACHING/LEARNING RESOURCE

Online/ offline sources

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Begin by asking: "We've learned about different ways businesses get money. What if someone has a great business idea, but they are very poor and don't have collateral for a bank loan?"	Respond to the teacher's questions, brainstorming challenges faced by poor entrepreneurs.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Competence Development	30	Formally define Microfinance: "The provision of very small financial services, such as loans, savings, and insurance, to low-income individuals or groups who traditionally lack access to conventional banking services	Identify Target Beneficiaries: Poor people, women, rural communities, small informal businesses, youth.Use the case study to illustrate how microfinance helped a real person.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Design	20	Listen to and discuss the case study, relating it to the concepts learned.Ask clarifying questions about the scope of microfinance.	Ask each group to brainstorm and list three types of small businesses in their local community that they think would benefit from microfinance.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Realizations	20	Use portfolios, performance assessment, and questions and answers	Students present portfolio, answer questions orally and perform tasks	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described

REMARKS

Lesson Plan 50

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(c) Describe the role of microfinancing and cooperatives in facilitating business formation and operations

5. SPECIFIC ACTIVITY

Role of Microfinance Institutions (MFIs) in Business Operations

6. TEACHING/LEARNING RESOURCE

Online/ offline sources

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "How do these small loans actually reach the people who need them? Who provides these services?" (Lead to Microfinance Institutions).	Recall the definition and importance of microfinance. Participate in the discussion about service providers.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Competence Development	30	Define Microfinance Institutions (MFIs): "Organizations that specialize in providing microfinance services."	Copy the definition of MFIs and their various roles. Take notes on the different services provided.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Design	20	Present a scenario: "A woman wants to start a small business selling vegetables but has no money and no business experience."	Brainstorm and list specific MFI services that would be beneficial.Be prepared to share their answers with the class.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Realizations	20	Prepare physical model, use interviews and short quizzes	Present prepared model, attempt quizzes and participate in interview	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described

REMARKS

Lesson Plan 5fi

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(c) Describe the role of microfinancing and cooperatives in facilitating business formation and operations

5. SPECIFIC ACTIVITY

Challenges Faced by Microfinance Institutions

6. TEACHING/LEARNING RESOURCE

Online/ offline sources

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Pose a critical question: "Even though MFIs do good work, do you think it's always easy for them to operate?	Participate in brainstorming, thinking about potential problems in managing small loans to many people.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Competence Development	30	Explain how each challenge impacts the MFI's ability to help businesses.Use the newspaper clippings to show real-world examples of these challenges.	Discuss the newspaper clippings and relate them to the challenges.Ask questions about how MFIs try to overcome these problems.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Design	20	Instruct them to brainstorm one possible solution or strategy an MFI could use to overcome that specific challenge.	Brainstorm and propose a practical solution.Present their solution to the class.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
RealizationsUse portfolios, performance assessment, and questions and answers	20	Employ use of flashcards, questions and answers and written assignments	Respond to flash cards answer oral questions and written assignments	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described

REMARKS

Lesson Plan 52

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(c) Describe the role of microfinancing and cooperatives in facilitating business formation and operations

5. SPECIFIC ACTIVITY

Introduction to Cooperatives

6. TEACHING/LEARNING RESOURCE

Online/ offline sources

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Show a picture of a group of farmers pooling their harvest. Ask: "What are these people doing? Why are they doing it together instead of alone?"	Observe the picture and discuss the benefits of working together.Listen to the introduction of cooperatives.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Competence Development	30	Define Cooperative Society: "An autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly-owned and democratically-controlled enterprise	Discuss how the principles relate to fair operation. Ask questions about specific principles.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Design	20	Ask students to imagine they are a group of small-scale farmers facing challenges selling their produce individually.	Explain how a cooperative would provide solutions. Share their answers with the class.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Realizations	20	Use portfolios, performance assessment, and questions and answers	Students present portfolio, answer questions orally and perform tasks	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described

REMARKS

Lesson Plan 53

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(c) Describe the role of microfinancing and cooperatives in facilitating business formation and operations

5. SPECIFIC ACTIVITY

Types of Cooperatives and their Roles

6. TEACHING/LEARNING RESOURCE

Online/ offline sources

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "Are all cooperatives the same? Do you think a group of farmers would form the same kind of cooperative as a group of teachers saving money?"	Engage in the discussion, considering different needs leading to different cooperative types.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Competence Development	30	Explain different Types of Cooperatives and their roles:Emphasize how each type addresses specific economic needs.	Discuss the benefits specific to each cooperative type. Identify any cooperatives they know in their local area.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Design	20	Instruct them to create a short, simple poster or diagram illustrating the main function of their assigned cooperative and giving one local example if possible.	Include a relevant example.Present their poster/diagram to the class.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Realizations	20	Prepare physical model, use interviews and short quizzes	Present prepared model, attempt quizzes and participate in interview	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described

REMARKS

Lesson Plan 54

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

1.0 Demonstrate mastery of business knowledge

3. SPECIFIC COMPETENCE

1.1 Demonstrate mastery of the concepts, theories and principles of Business Education

4. MAIN ACTIVITY

(c) Describe the role of microfinancing and cooperatives in facilitating business formation and operations

5. SPECIFIC ACTIVITY

Benefits and Challenges of Cooperatives

6. TEACHING/LEARNING RESOURCE

Online/ offline sources

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Recap different types of cooperatives. "We've seen that cooperatives can help people in various ways. What are the main good things that come from joining or forming a cooperative?"	Recall cooperative types and their roles.Brainstorm potential benefits and challenges of working in a group.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Competence Development	30	Use a T-chart or Venn diagram to highlight similarities (both help small businesses, provide finance) and differences (MFIs are external organizations, Cooperatives are member-owned	Copy the benefits and challenges of cooperatives.Actively participate in the comparison of MFIs and Cooperatives, filling in the T-chart/Venn diagram.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Design	20	Instruct students, in pairs, to decide whether an MFI or a Cooperative (and which type) would be the most suitable solution for each scenario, providing a brief justification.	Work in pairs to analyze the scenarios.Apply their understanding of MFIs and Cooperatives to determine the best fit for each.	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described
Realizations	20	Employ use of flashcards, questions and answers and written assignments	Respond to flash cards answer oral questions and written assignments	The role of microfinancing and cooperatives in facilitating business formation and operations is clearly described

REMARKS

Lesson Plan 55

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

2.0 Solve social challenges using business skills

3. SPECIFIC COMPETENCE

2.1 Demonstrate mastery of the basic skills of operating a small-scale business

4. MAIN ACTIVITY

(a) Describe the basic aspects of management for small businesses

5. SPECIFIC ACTIVITY

Meaning of Management & Its Importance for Small Businesses

6. TEACHING/LEARNING RESOURCE

Online/ offline sources and budget template

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Begin by asking: "We've learned how businesses get started and get money. But what happens after a business is set up? What does the owner actually do to make it successful?"	Respond to questions, sharing initial ideas about what owners do.Observe pictures and discuss differences, linking them to efficiency.	The basic aspects of management for small businesses are described
Competence Development	30	Formally define Management (for a small business): "The process of planning, organizing, leading, and controlling the resources (people, money, materials) of a business to achieve its goals effectively and efficiently.	Copy the definition of management and the four basic functions. Take notes on the importance of management.	The basic aspects of management for small businesses are described
Design	20	Instruct them to list at least two things the student would need to "manage" (plan, organize, lead, control) to make their juice business successful.	List at least two management activities relevant to the scenario. Prepare to briefly share one point with the class.	The basic aspects of management for small businesses are described
Realizations	20	Employ use of flashcards, questions and answers and written assignments	Respond to flash cards answer oral questions and written assignments	The basic aspects of management for small businesses are described

REMARKS

Lesson Plan 56

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

2.0 Solve social challenges using business skills

3. SPECIFIC COMPETENCE

2.1 Demonstrate mastery of the basic skills of operating a small-scale business

4. MAIN ACTIVITY

(a) Describe the basic aspects of management for small businesses

5. SPECIFIC ACTIVITY

Financial Records Keeping for Small Businesses

6. TEACHING/LEARNING RESOURCE

Online/ offline sources and budget template

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "If you sell something, how do you remember how much money you got? Or how much you spent?" (Guide to 'writing it down'/'keeping records').	Engage in the discussion, thinking about tracking money. Share any personal experiences with keeping track of money.	The basic aspects of management for small businesses are described
Competence Development	30	Define Financial Records Keeping: "Systematically recording all money transactions (income and expenses) of a business."	Observe and understand the function of receipts, invoices, and payment vouchers.Practice simple entries in a simulated cash book in their notebooks.	The basic aspects of management for small businesses are described
Design	20	Instruct them to write down what financial record would be generated for each scenario (e.g., "Issue a receipt," "Receive a payment voucher/receipt").	Identify the appropriate financial record for each transaction. Share their answers with the class.	The basic aspects of management for small businesses are described
Realizations	20	Prepare physical model, use interviews and short quizzes	Present prepared model, attempt quizzes and participate in interview	The basic aspects of management for small businesses are described

REMARKS

Lesson Plan 57

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

2.0 Solve social challenges using business skills

3. SPECIFIC COMPETENCE

2.1 Demonstrate mastery of the basic skills of operating a small-scale business

4. MAIN ACTIVITY

(a) Describe the basic aspects of management for small businesses

5. SPECIFIC ACTIVITY

Other Records Keeping for Small Businesses

6. TEACHING/LEARNING RESOURCE

Online/ offline sources and budget template

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "If you run a shop, how do you know how many items you have left? Or who owes you money?"	Recall financial records.Brainstorm other important information a business needs to track.	The basic aspects of management for small businesses are described
Competence Development	30	Define Other (Non-Financial) Records: "Records that track information other than money, essential for operational and administrative purposes."	Copy the definition and importance of other records. Take notes on different types of non-financial records.	The basic aspects of management for small businesses are described
Design	20	Ask students to list two non-financial records you would need to keep for your bakery and explain why each is important. (e.g., "stock record for flour to know when to reorder," "customer order book to manage custom cake orders")	Explain the importance of each record for the bakery. Share their answers and justifications with the class.	The basic aspects of management for small businesses are described
Realizations	20	Use portfolios, performance assessment, and questions and answers	Students present portfolio, answer questions orally and perform tasks	The basic aspects of management for small businesses are described

REMARKS

Lesson Plan 58

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

2.0 Solve social challenges using business skills

3. SPECIFIC COMPETENCE

2.1 Demonstrate mastery of the basic skills of operating a small-scale business

4. MAIN ACTIVITY

(a) Describe the basic aspects of management for small businesses

5. SPECIFIC ACTIVITY

Calculation of Profit and Loss

6. TEACHING/LEARNING RESOURCE

Online/ offline sources and budget template

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Recap financial records. "Why do we keep all these records?" (Guide to "to know how the business is doing").	Discuss the aim of businesses.Listen to the introduction of profit and loss.	The basic aspects of management for small businesses are described
Competence Development	30	Define Expenses: "The costs incurred by a business in order to operate and generate revenue (e.g., rent, wages, cost of goods bought, electricity)."	Practice calculations in their notebooks using new figures provided by the teacher.Listen and take notes on the importance of knowing profit/loss.	The basic aspects of management for small businesses are described
Design	20	Prepare a short worksheet with 2-3 simple scenarios, each providing total revenue and total expenses for a small business over a period.	Work individually or in pairs to complete the calculations on the worksheet.Clearly state if it's a profit or loss and the amount.	The basic aspects of management for small businesses are described
Realizations	20	Employ use of flashcards, questions and answers and written assignments	Respond to flash cards answer oral questions and written assignments	The basic aspects of management for small businesses are described

REMARKS

Lesson Plan 59

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

2.0 Solve social challenges using business skills

3. SPECIFIC COMPETENCE

2.1 Demonstrate mastery of the basic skills of operating a small-scale business

4. MAIN ACTIVITY

(a) Describe the basic aspects of management for small businesses

5. SPECIFIC ACTIVITY

Budgeting and Control

6. TEACHING/LEARNING RESOURCE

Online/ offline sources and budget template

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "Who here plans how to spend their pocket money? Why do you do it?" (Guide to 'planning ahead'/'avoiding running out of money').	Discuss personal experiences with planning money. Listen to the introduction of budgeting.	The basic aspects of management for small businesses are described
Competence Development	30	Define Budgeting: "A detailed financial plan that estimates future revenues and expenses over a specific period (e.g., month, quarter, year)."	Use the thermometer analogy: "A budget is like setting a temperature. Control is checking the thermometer and adjusting the heater/cooler if it's too high or low."	The basic aspects of management for small businesses are described
Design	20	gUIDE Create a very simple budget for this business for the next month (expected income, expenses, profit).	Brainstorm a control measure.Share their budget and control idea with the class.	The basic aspects of management for small businesses are described
Realizations	20	Prepare physical model, use interviews and short quizzes	Present prepared model, attempt quizzes and participate in interview	The basic aspects of management for small businesses are described

REMARKS

Lesson Plan 60

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

2.0 Solve social challenges using business skills

3. SPECIFIC COMPETENCE

2.1 Demonstrate mastery of the basic skills of operating a small-scale business

4. MAIN ACTIVITY

(a) Describe the basic aspects of management for small businesses

5. SPECIFIC ACTIVITY

Administration for Small Businesses

6. TEACHING/LEARNING RESOURCE

Online/ offline sources and budget template

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Recap financial management, budgeting, and profit/loss. "We've talked about money, but what about all the other 'paperwork' and 'organizing' that makes a business run smoothly?"	Think about organizational tasks in various settings.Listen to the introduction of administration.	The basic aspects of management for small businesses are described
Competence Development	30	Define Administration (for a small business): "The management and organization of all tasks and resources that support the daily operations of a business, ensuring smooth functioning and compliance."	Discuss why each administrative task is necessary.Identify administrative tasks they see happening at school or home.	The basic aspects of management for small businesses are described
Design	20	Ask students to list three important administrative tasks you would need to perform to ensure your salon runs smoothly and legally.	Brainstorm and list three relevant administrative tasks. Share their answers and explain their importance to the class.	The basic aspects of management for small businesses are described
Realizations	20	Use portfolios, performance assessment, and questions and answers	Students present portfolio, answer questions orally and perform tasks	The basic aspects of management for small businesses are described

REMARKS

Lesson Plan 6fi

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

2.0 Solve social challenges using business skills

3. SPECIFIC COMPETENCE

2.1 Demonstrate mastery of the basic skills of operating a small-scale business

4. MAIN ACTIVITY

(b) Describe the basic aspects of warehousing and inventorying for small businesses

5. SPECIFIC ACTIVITY

Introduction to Warehousing - What is a Warehouse?

6. TEACHING/LEARNING RESOURCE

Online/offline sources, samples of goods received note, goods release note, bin cards delivery note, inventory ledger, and other relevant inventory documents

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Begin by asking: "Imagine a shop that sells many different items, like a supermarket or a hardware store. Where do they keep all their goods before they are sold to customers?"	Respond to questions, sharing their initial ideas about where shops keep goods.Observe the picture and discuss the problems associated with disorganized storage.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Competence Development	30	Formally define Warehouse: "A building or space used for the storage of goods or raw materials before they are distributed, processed, or sold." Emphasize that it's a place for temporary holding	Actively listen to examples and ask clarifying questions about who needs a warehouse.Suggest other businesses that might use warehouses.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Design	20	Instruct them to explain why their assigned business would need a warehouse and what kind of goods they would store there.	Identify goods to be stored.Prepare to briefly present their findings to the class.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Realizations	20	Employ use of flashcards, questions and answers and written assignments	Respond to flash cards answer oral questions and written assignments	The basic aspects of warehousing and inventorying for small businesses are clearly described

REMARKS

Lesson Plan 62

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

2.0 Solve social challenges using business skills

3. SPECIFIC COMPETENCE

2.1 Demonstrate mastery of the basic skills of operating a small-scale business

4. MAIN ACTIVITY

(b) Describe the basic aspects of warehousing and inventorying for small businesses

5. SPECIFIC ACTIVITY

Functions of Warehousing - Storage and Protection

6. TEACHING/LEARNING RESOURCE

Online/offline sources, samples of goods received note, goods release note, bin cards delivery note, inventory ledger, and other relevant inventory documents

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "What is the most obvious thing that happens in a warehouse?" (Guide to 'storing things').	Recall the definition and purpose of a warehouse.Participate in the discussion about the basic activities within a warehouse.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Competence Development	30	Discuss different ways goods are stored: on shelves, pallets, in racks, in specific temperature conditions (e.g., cold storage for food).Emphasize organization for easy retrieval.	Discuss how a warehouse helps prevent losses and damage.Ask questions about specific protection methods.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Design	20	Present a scenario: "A small grocery shop has bought a large stock of perishable goods like fruits and vegetables."	Formulate two explanations related to storage and protection.Share their answers with the class, explaining the benefits.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Realizations	20	Prepare physical model, use interviews and short quizzes	Present prepared model, attempt quizzes and participate in interview	The basic aspects of warehousing and inventorying for small businesses are clearly described

REMARKS

Lesson Plan 63

Name of School

..

Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

2.0 Solve social challenges using business skills

3. SPECIFIC COMPETENCE

2.1 Demonstrate mastery of the basic skills of operating a small-scale business

4. MAIN ACTIVITY

(b) Describe the basic aspects of warehousing and inventorying for small businesses

5. SPECIFIC ACTIVITY

Functions of Warehousing - Consolidation, Break Bulk, and Value Addition

6. TEACHING/LEARNING RESOURCE

Online/offline sources, samples of goods received note, goods release note, bin cards delivery note, inventory ledger, and other relevant inventory documents

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Show the consolidation diagram (many small boxes coming in, one big box leaving). Ask: "What's happening here? Why would a business do this?" (Guide to 'grouping things').	Observe diagrams and infer the processes of grouping and dividing goods.Listen to the introduction of new functions.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Competence Development	30	Explain Consolidation: "The function of combining small shipments from different suppliers into one large, economical shipment for transport."	Discuss how these functions contribute to efficiency. Ask questions about specific value-addition activities.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Design	20	Ask students to identify at least one consolidation, one break bulk, and one value addition activity that this company's warehouse might perform.	Identify and list relevant activities for each function.Share their answers and reasoning with the class.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Realizations	20	Use portfolios, performance assessment, and questions and answers	Use portfolios, performance assessment, and questions and answers	The basic aspects of warehousing and inventorying for small businesses are clearly described

REMARKS

Lesson Plan 64

Name of School

..

Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

2.0 Solve social challenges using business skills

3. SPECIFIC COMPETENCE

2.1 Demonstrate mastery of the basic skills of operating a small-scale business

4. MAIN ACTIVITY

(b) Describe the basic aspects of warehousing and inventorying for small businesses

5. SPECIFIC ACTIVITY

Introduction to Inventory and its Importance

6. TEACHING/LEARNING RESOURCE

Online/offline sources, samples of goods received note, goods release note, bin cards delivery note, inventory ledger, and other relevant inventory documents

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Show a picture of overstocked shelves. Ask: "What problems might this shop face?" (Goods expiring, taking up space, tied up money).	Observe pictures and discuss problems associated with too little or too much stock.Listen attentively to the introduction of inventory.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Competence Development	30	Formally define Inventory (Stock): "The raw materials, work-in-progress, and finished goods that a business holds for future use or sale.	Discuss real-life examples of businesses benefiting from good inventory management or suffering from poor management.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Design	20	Ask each pair to think of a small business (e.g., a clothes boutique, a mobile phone accessories shop).	Brainstorm and identify two reasons why inventory is important for their chosen business.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Realizations	20	Employ use of flashcards, questions and answers and written assignments	Respond to flash cards answer oral questions and written assignments	The basic aspects of warehousing and inventorying for small businesses are clearly described

REMARKS

Lesson Plan 65

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

2.0 Solve social challenges using business skills

3. SPECIFIC COMPETENCE

2.1 Demonstrate mastery of the basic skills of operating a small-scale business

4. MAIN ACTIVITY

(b) Describe the basic aspects of warehousing and inventorying for small businesses

5. SPECIFIC ACTIVITY

Functions of Inventory - Buffer, Speculative, and Transit

6. TEACHING/LEARNING RESOURCE

Online/offline sources, samples of goods received note, goods release note, bin cards delivery note, inventory ledger, and other relevant inventory documents

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "What if a supplier suddenly stops delivering goods? Or prices go up unexpectedly? How can a business prepare for these surprises?" (Guide to 'having some extra stock').	Recall the meaning and general importance of inventory. Engage in the discussion about preparing for unexpected events.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Competence Development	30	Explain Buffer (Safety) Inventory: "Extra stock held to guard against unexpected variations in demand or supply (e.g., sudden increase in sales, supplier delays, production breakdowns).	Discuss how these functions help a business operate more smoothly or profitably.Ask questions about how to manage these different types of inventory.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Design	20	Ask students to identify which function of inventory (buffer, speculative, or transit) is demonstrated in each scenario.	Identify the correct inventory function for each.Share their answers and justifications with the class.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Realizations	20	Prepare physical model, use interviews and short quizzes	Present prepared model, attempt quizzes and participate in interview	The basic aspects of warehousing and inventorying for small businesses are clearly described

REMARKS

Lesson Plan 66

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

2.0 Solve social challenges using business skills

3. SPECIFIC COMPETENCE

2.1 Demonstrate mastery of the basic skills of operating a small-scale business

4. MAIN ACTIVITY

(b) Describe the basic aspects of warehousing and inventorying for small businesses

5. SPECIFIC ACTIVITY

Relationship Between Warehousing and Inventorying & Basic Types

6. TEACHING/LEARNING RESOURCE

Online/offline sources, samples of goods received note, goods release note, bin cards delivery note, inventory ledger, and other relevant inventory documents

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "Are all warehouses owned by the businesses that use them? Are all types of inventory the same?"	Think about the connection between the place and the goods.Consider different ownership models for warehouses and stages of goods.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Competence Development	30	Explain the Relationship between Warehousing and Inventorying: "Warehousing is the activity of storing goods, and a warehouse is the place where this happens. Inventory is the goods themselves that are being stored and managed within the warehouse."	Take notes on the different types of warehouses and inventory.Discuss how the types of inventory relate to the production process.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Design	20	Facilitate a class discussion to review their answers, emphasizing the practical application.	Make an informed decision about the type of warehouse and justify it.Share their answers and reasoning with the class.	The basic aspects of warehousing and inventorying for small businesses are clearly described
Realizations	20	Use portfolios, performance assessment, and questions and answers	Students present portfolio, answer questions orally and perform tasks	The basic aspects of warehousing and inventorying for small businesses are clearly described

REMARKS

Lesson Plan 67

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

3.0 Apply business knowledge in various contexts

3. SPECIFIC COMPETENCE

3.1 Apply business theories into practice

4. MAIN ACTIVITY

(a) Identify business opportunities available in the local environment

5. SPECIFIC ACTIVITY

Introduction to Business Opportunities - What is it?

6. TEACHING/LEARNING RESOURCE

Online/ offline sources, tools, pitch guide template, and pitch rubric

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Begin by asking: "We've learned about how businesses operate. But before anyone starts a business, what must they have?" (Guide to 'an idea').	espond to questions, sharing initial ideas about business beginnings.Observe the picture and brainstorm potential business solutions to the problem.	The business opportunities available in the local environment are identified
Competence Development	30	Formally define Business Opportunity: "A favorable situation or condition that an entrepreneur can seize to start a business that offers a product or service to satisfy a market need or solve a problem, resulting in profit.	Copy the definition of a business opportunity.Take notes on the difference between an idea and an opportunity.	The business opportunities available in the local environment are identified
Design	20	Ask each group to think of a simple problem they face or see in their school compound or immediate neighborhood (e.g., lack of clean water, no affordable snacks, messy classrooms).	Transform the problem into a potential business opportunity.. Prepare to briefly present their identified opportunity to the class.	The business opportunities available in the local environment are identified
Realizations	20	Employ use of flashcards, questions and answers and written assignments	Respond to flash cards answer oral questions and written assignments	The business opportunities available in the local environment are identified

REMARKS

Lesson Plan 68

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

3.0 Apply business knowledge in various contexts

3. SPECIFIC COMPETENCE

3.1 Apply business theories into practice

4. MAIN ACTIVITY

(a) Identify business opportunities available in the local environment

5. SPECIFIC ACTIVITY

Sources of Business Ideas

6. TEACHING/LEARNING RESOURCE

Online/ offline sources, tools, pitch guide template, and pitch rubric

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "Where do you think people get their ideas for businesses? Do they just pop into their heads, or do they come from somewhere specific?"	Recall the definition and importance of business opportunities. Engage in the discussion about where ideas come from.	The business opportunities available in the local environment are identified
Competence Development	30	Discuss Sources of Business Ideas:Give specific local examples for each source.	Share personal hobbies/skills and brainstorm potential business ideas from them.Discuss how they might use these sources in the future.	The business opportunities available in the local environment are identified
Design	20	Provide each student with an "idea generation" card (e.g., "Your hobby is gardening," "You notice a lot of plastic waste," "You are good at teaching").	Apply the learned sources to generate a business idea. Share their idea and the source with the class.	The business opportunities available in the local environment are identified
Realizations	20	Prepare physical model, use interviews and short quizzes	Present prepared model, attempt quizzes and participate in interview	The business opportunities available in the local environment are identified

REMARKS

Lesson Plan 69

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

3.0 Apply business knowledge in various contexts

3. SPECIFIC COMPETENCE

3.1 Apply business theories into practice

4. MAIN ACTIVITY

(a) Identify business opportunities available in the local environment

5. SPECIFIC ACTIVITY

Analyzing Local Needs and Gaps

6. TEACHING/LEARNING RESOURCE

Online/ offline sources, tools, pitch guide template, and pitch rubric

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Ask: "Once you have an idea, how do you know if people in your specific area (neighborhood, town) will actually buy your product or service?"	Recall sources of ideas. Engage in discussion about market relevance.	The business opportunities available in the local environment are identified
Competence Development	30	Explain Analyzing Local Needs and Gaps: "Systematically looking for problems that people in a specific area face, or services/products that are missing or poorly provided, which a business could address."	Discuss local examples of unmet needs in their community.Practice identifying needs from given scenarios.	The business opportunities available in the local environment are identified
Design	20	Instruct them to brainstorm and list at least two unmet needs or gaps they observe or imagine in that area, and for each, suggest a business opportunity to address it.	Brainstorm unmet needs/gaps and propose business solutions. Prepare to present their findings to the class.	The business opportunities available in the local environment are identified
Realizations	20	Use portfolios, performance assessment, and questions and answers	Students present portfolio, answer questions orally and perform tasks	The business opportunities available in the local environment are identified

REMARKS

Lesson Plan 70

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

3.0 Apply business knowledge in various contexts

3. SPECIFIC COMPETENCE

3.1 Apply business theories into practice

4. MAIN ACTIVITY

(a) Identify business opportunities available in the local environment

5. SPECIFIC ACTIVITY

Utilizing Local Resources for Business Opportunities

6. TEACHING/LEARNING RESOURCE

Online/ offline sources, tools, pitch guide template, and pitch rubric

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Show pictures of local raw materials or unique local products. Ask: "What kinds of businesses could be started using these items that are found here easily?"	Recall previous concepts. Observe pictures and brainstorm businesses related to local resources.	The business opportunities available in the local environment are identified
Competence Development	30	Provide examples of businesses that leverage specific local resources (e.g., basket weaving using local sisal, brick making using local clay, a tour company using local natural attractions).	Brainstorm local resources available in their own community. Discuss business ideas that could be developed from these resources.	The business opportunities available in the local environment are identified
Design	20	Instruct them to identify one common local resource (natural or human skill) and then brainstorm a business idea that uses that resource.	Develop a business idea that utilizes that resource.Share their idea with the class, explaining the link to the resource.	The business opportunities available in the local environment are identified
Realizations	20	Employ use of flashcards, questions and answers and written assignments	Respond to flash cards answer oral questions and written assignments	The business opportunities available in the local environment are identified

REMARKS

Lesson Plan 7fi

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

3.0 Apply business knowledge in various contexts

3. SPECIFIC COMPETENCE

3.1 Apply business theories into practice

4. MAIN ACTIVITY

(a) Identify business opportunities available in the local environment

5. SPECIFIC ACTIVITY

Considering Personal Skills and Interests for Business Opportunities

6. TEACHING/LEARNING RESOURCE

Online/ offline sources, tools, pitch guide template, and pitch rubric

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Show pictures of people engaged in hobbies or skilled activities. Ask: "Can any of these activities be turned into a business?"	Engage in discussion about personal strengths and passions.Observe pictures and brainstorm potential businesses from hobbies/skills.	The business opportunities available in the local environment are identified
Competence Development	30	Explain Considering Personal Skills and Interests: "Starting a business based on what you are naturally good at, or what you enjoy doing, which makes the work more engaging and often more successful."	Asking friends and family about their strengths.Thinking about problems they enjoy solving.	The business opportunities available in the local environment are identified
Design	20	Copy the explanation of using personal skills/interests. Take notes on the importance of this approach.	Instruct them to choose one skill or interest and develop a small business idea that directly uses it. They should briefly explain how their skill/interest makes the business viable.	The business opportunities available in the local environment are identified
Realizations	20	Prepare physical model, use interviews and short quizzes	Present prepared model, attempt quizzes and participate in interview	The business opportunities available in the local environment are identified

REMARKS

Lesson Plan 72

Name of School

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Time

80min

fi. Class Information

Registered Girls	Registered Boys	Registered Total	Present Girls	Present Boys	Present Total
-	-	-	-	-	-

2. MAIN COMPETENCE

3.0 Apply business knowledge in various contexts

3. SPECIFIC COMPETENCE

3.1 Apply business theories into practice

4. MAIN ACTIVITY

(a) Identify business opportunities available in the local environment

5. SPECIFIC ACTIVITY

Feasibility and Viability of Business Opportunities

6. TEACHING/LEARNING RESOURCE

Online/ offline sources, tools, pitch guide template, and pitch rubric

7. REFERENCES

T.I.E(2024) Business Studies form Two Pupil's Book. Tanzania Institute of Education

TEACHING STRUCTURE

Stage	Time	Teachers Activities	Learning Activities	Assessment Criteria
Introduction	10	Show the picture of the challenging business idea. Ask: "Is this a good idea for someone in our community to start? Why not?" (Guide to 'not enough money,' 'no skills,' 'no market').	Engage in the discussion about the practicality of business ideas.Listen to the introduction of feasibility and viability.	The business opportunities available in the local environment are identified
Competence Development	30	Define Feasibility: "The practicality of a business idea; whether it can be done with available resources (time, money, skills, technology)."	Apply the checks to the simple example given.Discuss why both feasibility and viability are essential.	The business opportunities available in the local environment are identified
Design	20	Ask students, in their groups, to discuss and list at least two questions they would ask to assess the feasibility (can it be done?) and two questions for the viability (will it make money?) of this car wash business.	Brainstorm questions to assess the feasibility and viability of the car wash idea.Share their questions and reasoning with the class.	The business opportunities available in the local environment are identified
Realizations	20	Use portfolios, performance assessment, and questions and answers	Students present portfolio, answer questions orally and perform tasks	The business opportunities available in the local environment are identified

REMARKS