

## GR. 8 EMS LESSON PLANS – TERM 3 (WEEK 1-10)

**Economic and Management Sciences**  
LESSON PLAN FOR VIVA EMS

**GRADE 8**  
TERM 3: Week 1  
(2 hours per week)

<p><b>Topic:</b> FIN. LITERACY, ENTREPRENEURSHIP + THE ECONOMY</p> <p><b>Sub-topic:</b> Unit 2.1 Revision of term 2 work</p>	<p><b>Duration:</b> 2 hours (2 x 1 hour periods)</p> <p><b>Start date:</b>.....<b>Completed date:</b> .....</p>
<p><b>Prior content knowledge:</b> Own knowledge of all the concepts taught in term 2.</p>	<p><b>Link with next lesson:</b> Revision of the CRJ and introduction of the CPJ.</p>
<p><b>Content:</b></p> <p><b>FINANCIAL LITERACY (40 min) (LB p. 92+93)</b></p> <ul style="list-style-type: none"> <li>• Accounting concepts</li> <li>• Accounting equation</li> <li>• Accounting cycle</li> </ul> <p><b>ENTREPRENEURSHIP (10 min) (LB p. 93)</b></p> <ul style="list-style-type: none"> <li>• Four factors of production</li> </ul> <p><b>THE ECONOMY: (10 min) (LB p. 93)</b></p> <ul style="list-style-type: none"> <li>• Types of markets</li> </ul> <p><b>Revision of CRJ (1 hour) (LB p. 94)</b></p>	<p><b>Vocabulary/ Important Words:</b></p> <p><b>FINANCIAL LITERACY</b></p> <ul style="list-style-type: none"> <li>• Assets, current assets, non-current assets</li> <li>• Liabilities</li> <li>• Owner’s equity</li> <li>• Income and expenses</li> </ul> <p><b>ENTREPRENEURSHIP</b></p> <ul style="list-style-type: none"> <li>• Natural resources, capital, entrepreneurship and land and buildings</li> <li>• Wages, rent, interest and profit.</li> </ul> <p><b>ENTREPRENEURSHIP</b></p> <ul style="list-style-type: none"> <li>• Consumer market</li> <li>• Factor market</li> </ul> <p><b>CRJ</b></p> <ul style="list-style-type: none"> <li>• Duplicate receipt, Analysis of receipts, Bank, Sundry accounts, Current income, Capital, Interest income, Donations received.</li> </ul>
<p><b>Aims and Objectives of the lesson</b></p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> <li>✓ Define all the relevant concepts</li> <li>✓ Know the correct sequence of events in the Accounting cycle</li> <li>✓ Classify different accounts correctly as non-current assets, current assets, non-current liabilities, current liabilities, income and expense accounts.</li> </ul>	
<p><b>Teaching Methods:</b></p> <ul style="list-style-type: none"> <li>• Narrative method</li> <li>• Discussion method</li> <li>• Question and answer</li> <li>• Demonstrations</li> <li>• Group activities</li> </ul>	<p><b>Differentiation (Enrichment opportunities / addressing barriers):</b></p> <ul style="list-style-type: none"> <li>• Use visual materials for learners with a limited English vocabulary, e.g. show them pictures of the different accounts, like pictures of equipment.</li> </ul>

	<ul style="list-style-type: none"> <li>• Make instructions simple to address the language barrier</li> <li>• <b>Extra enrichment activity:</b> Class test on p. 37 of the TG. Learners should re-write this test during breaks, until they all scored above 80% in term 3.</li> </ul>
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**ASSESSMENT STRATEGY**

Formal

Informal

**Form of Assessment:**

**Assessment Tool:**

Define all the important vocabulary words	Class or homework	Glossary (LB p. 177)
	Activity 3.1 (LB p. 94)	Memo (TG p. 69)
<b>Informal assessment:</b> Learners should re-write this test during breaks, until they all scored above 80%.	<b>Enrichment activity:</b> Accounting theory test (TG p. 37)	Memo (TG p. 38)

**EVIDENCE OF ASSESSMENT**

**Teacher:**

- Informal activities are controlled, corrected and dated. Teacher’s comments in the learners’ exercise books.

**Learners:**

- Written work in the learners’ exercise books that is corrected by the learner and controlled by the teacher.
- Evidence of marked Accounting theory test in learners workbooks or portfolios, with remedial work done in pencil.

**Lesson, Class work and Homework: Activity 3.1 and again the Accounting theory test.**

**TEACHER’S ACTIVITIES**

**Period 1:**

**FINANCIAL LITERACY:**

**(40 min) (LB. p. 92)**

- Ask learners to explain the difference between a service enterprise and a trading enterprise and to give examples of each type from their own community.
- Revise the Accounting equation by analyzing 2 or 3 transactions on the black board.
- Ask learners to give the correct sequence of activities in the Accounting cycle.

**LEARNERS’ ACTIVITIES**

**Period 1:**

**FINANCIAL LITERACY:**

**(40 min) (LB. p. 92)**

- Learners explain the difference between a service enterprise and a trading enterprise and give examples from their own community.
- They revise the Accounting equation by analyzing 2 or 3 transactions on the black board with the teacher.
- They give the correct sequence of activities in the Accounting cycle.

- Make enough copies of the Accounting test (TG p. 37).
- Re-test learners if time allows it.
- Mark the tests at home. Learners who scored less than 80%, will have to re-write the same test during breaks, until they all could score above 80%.

**ENTREPRENEURSHIP:  
(10 min) (LB p. 93)**

- Ask learners to list the four factors of production, with the remuneration of each factor next to it.

**THE ECONOMY:  
(10 min) (LB p. 94)**

- Ask learners to define 'market'.
- Let them list the 2 main types of markets.

**Period 2:**

**Unit 3.2: FINANCIAL LITERACY**

**Revising the CRJ  
(1 hour) (LB p. 94)**

- Revise the structure of the CRJ and explain the purpose of every column again.
- Ask learners to list all types of transactions that could be recorded in the CRJ.
- Task learners to do Activity 3.1 as a revision exercise.

- Learners who scored less than 80% for the Accounting theory test, will have to re-write the same test during breaks, until they all could score above 80%.

**ENTREPRENEURSHIP:  
(10 min) (LB p. 93)**

- Learners list the four factors of production, with the remuneration of each factor next to it.

**THE ECONOMY:  
(10 min) (LB p. 94)**

- Learners define the term 'market'.
- They list the 2 main types of markets and describe each briefly.

**Period 2:**

**Unit 3.2: FINANCIAL LITERACY**

**Revising the CRJ  
(1 hour) (LB p. 94)**

- Learners revise the structure of the CRJ.
- They list all types of transactions that could appear in the CRJ.
- Learners do Activity 3.1 as a revision exercise in class.

**Resources:**

- VIVA EMS Gr. 8 Textbook (LB p. 92-94) and Teacher's Guide (TG p. 68+69).
- Chalkboard and chalk
- Vivlia poster of 'the Accounting house' (buy posters from Vivlia Publishers).
- Copies of the Accounting theory class test (TG p. 37) and memorandum (TG p. 38)

**Teacher's comments / reflection:**

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**HOD input: monitoring and support**

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**Economic and Management Sciences**  
**LESSON PLAN FOR VIVA EMS**

**GRADE 8**  
**TERM 3: Week 2 only**  
**(2 hours per week)**

<b>Topic: FINANCIAL LITERACY</b> <b>Sub-topic: Unit 3.2 Revising the CRJ</b>	<b>Duration:</b> 2 hours (2 x 1 hour periods) Use Week (2 hours) for the CPJ <b>Start date:.....Completed date: .....</b>	
<b>Prior content knowledge:</b> Own knowledge of the CRJ and the source documents involved (done in term 2).	<b>Link with next lesson:</b> Unit 3.3: Recording of transactions in the Cash Payments Journal	
<b>Content:</b> <b>Period 1+2:</b> <b>(2 hours) (LB p. 94 + 95)</b> Recording transactions in the CRJ of a service enterprise.	<b>Vocabulary/ Important Words:</b> <ul style="list-style-type: none"> <li>• Source document, duplicate receipt, bank deposit slip, subsidiary journal, Cash Receipts Journal.</li> </ul>	
<b>Aims and Objectives of the lesson</b> By the end of the lesson learners will be able to: <ul style="list-style-type: none"> <li>✓ Record transactions in the correct columns of the CRJ.</li> <li>✓ Record transactions from give source documents in the correct columns of the CRJ.</li> </ul>		
<b>Teaching Methods:</b> <ul style="list-style-type: none"> <li>• Narrative method</li> <li>• Discussion method</li> <li>• Question and answer</li> <li>• Demonstrations</li> <li>• Group activities</li> </ul>	<b>Differentiation (Enrichment opportunities / addressing barriers):</b> <ul style="list-style-type: none"> <li>• Use visual materials for learners with a limited English vocabulary, e.g. show them pictures of the different source documents, e.g. a receipt book showing the original and duplicates of receipts.</li> <li>• Make instructions simple to address the language barrier.</li> </ul>	
<b>ASSESSMENT STRATEGY</b>		
Formal <input type="checkbox"/> Informal <input checked="" type="checkbox"/>		
<b>Form of Assessment:</b>		<b>Assessment Tool:</b>
Define all the important vocabulary words	Class or homework	Glossary (LB p. 177)
	Activity 3.1 (LB p. 94)	Memo (TG p. 69)
	Activity 3.2 (LB p. 95)	Memo (TG p. 70)
<b>Informal assessment:</b> Learners should re-write this test during breaks, until they all scored above 80%.	<b>Enrichment activity:</b> Accounting theory test (TG p. 37)	Memo (TG p. 38)

**EVIDENCE OF ASSESSMENT**

**Teacher:**

- Informal activities are controlled, corrected and dated. Teacher’s comments in the learners’ exercise books.
- Copy of the Accounting theory test and memo in the Teacher’s EMS file, with marks recorded as an informal assessment and not as a formal assessment!

**Learners:**

- Written work in the learners’ exercise books that is corrected by the learner and controlled by the teacher.
- Evidence of the marked Accounting theory tests in the learners’ exercise books / portfolios.

**Lesson, Class work and Homework: Activity 3.1 + Activity 3.2 and Accounting theory test**

**TEACHER’S ACTIVITIES**

**Period 1:**

**Revising the CRJ done in term 2**

**(1 hour) (LB p. 94)**

- Provide the correct answer for Activity 3.1(TG p. 69) and check that learners correct their mistakes.
- Task learners to do Activity 3.2 (LB p. 95).

**Period 2:**

**Revising the CRJ done in term 2**

**(1 hour) (LB p. 94)**

- Provide the correct answer for Activity 3.2 and check that learners correct their mistakes.
- Begin to explain the type of entries we will record in the CPJ by revising the cheque and cheque counterfoil done in term 2 (LB p. 48).

**LEARNERS’ ACTIVITIES**

**Period 1:**

**Revising the CRJ done in term 2**

**(1 hour) (LB p. 94)**

- Learners mark Activity 3.1(LB p. 94) and correct their mistakes.
- They do Activity 3.2 (LB p. 95).

**Period 2:**

**Revising the CRJ done in term 2**

**(1 hour) (LB p. 94)**

- Learners mark Activity 3.2 and correct their mistakes.
- They listen to the explanation of the type of entries we will record in the CPJ.
- They revise the cheque and cheque counterfoil done in term 2 (LB p. 48) with the teacher.

**Resources:**

- VIVA EMS Gr. 8 Textbook (LB p. 94-96) and Teacher’s Guide (TG p. 68-70).
- Copies of the Accounting theory class test (TG p. 37) and memorandum (TG p. 38)
- Chalkboard and chalk
- Eight column Creditors Journal or Eight column Cash Book or prepared answer sheets.

**Teacher’s comments / reflection:**

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**HOD input:** monitoring and support

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<p><b>Topic: THE ECONOMY</b>  <b>Sub-topic: Unit 3.3 Cash Payments Journal</b></p>	<p><b>Duration:</b> 8 hours (8 x 1 hour periods)          (Borrowed 1 hour from Week 3 from CRJ)  <b>Start date:.....Completed date: .....</b></p>
<p><b>Prior content knowledge:</b>          Own general knowledge/experience of services enterprises and how they record payments.</p>	<p><b>Link with next lesson:</b>          Unit 3.4: Entrepreneurship – Forms of ownership</p>
<p><b>Content:</b></p> <p><b>Period 1:</b>          3.3.1 CPJ of a service enterprise – Introduction          3.3.2 The format of the Cash Payments Journal          (1 hour) (LB p. 96+97)</p> <p><b>Period 2:</b>          3.3.2 The CPJ of a service enterprise (example)          (1 hour) (LB p.98+99)</p> <p><b>Period 3+4:</b>          3.3.3 Entering transactions in the CPJ only          (2 hours) (LB p. 100+101)</p> <p><b>Period 5+6:</b>          3.3.4 Entering transactions in the CRJ+ CPJ simultaneously          (2 hours) (LB p. 102-104)</p> <p><b>Period 7+8:</b>          3.3.5 Effect of cash transactions on the Accounting equation          (2 hours) (LB p. 105+106)</p>	<p><b>Vocabulary/ Important Words:</b></p> <p>3.3.1 Bank column, Wages, Equipment, Material Sundry accounts, Rent expense, Donations, Interest on bank overdraft, Drawings.</p> <p>3.3.2 Key words for cash payments: Issue a cheque, pay for ..... receive a cash invoice for ....., Cash a cheque, issue a cash cheque for .....</p> <p>3.3.3 Sundry accounts column, details of sundry accounts should always be the name of an account!</p> <p>3.3.4 Key words for cash received: receive money for services rendered, increase Capital to ....., issue a receipt to .....</p> <p>3.3.5 Double entry rule, Assets, Owner’s equity and Liabilities, income and expenses.</p>
<p><b>Aims and Objectives of the lesson</b></p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> <li>✓ Define all the relevant concepts</li> <li>✓ Know the format of the CRJ and how to use each column.</li> <li>✓ Record cash transactions in the CRJ.</li> <li>✓ Know the format of the CPJ and how to use each column.</li> <li>✓ Distinguish between receipts and payments.</li> <li>✓ Analyse cash transactions in terms of the Accounting equation.</li> </ul>	

<b>Teaching Methods:</b> <ul style="list-style-type: none"> <li>• Narrative method</li> <li>• Discussion method</li> <li>• Question and answer</li> <li>• Demonstrations</li> <li>• Group activities</li> </ul>	<b>Differentiation (Enrichment opportunities / addressing barriers):</b> <ul style="list-style-type: none"> <li>• Use visual materials to illustrate the services rendered by different service enterprises.</li> <li>• Use the picture on LB p. 63 to explain some of the activities and accounts that will be found in a service enterprise.</li> <li>• Make instructions simple to address the language barrier</li> <li>• <b>Extra enrichment activity:</b> Class test on the Accounting equation. (Activity 3.10 can be used for this and will only take 20 minutes.</li> </ul>
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**ASSESSMENT STRATEGY**
**Formal** 
**Informal** 
**Form of Assessment:**
**Assessment Tool:**

Define all the important vocabulary words		
Class and homework activities: CPJ	Activity 3.3 (LB p. 100)	Memo (TG p. 71)
CPJ	Activity 3.4 (LB p. 101)	Memo (TG p. 72)
CRJ + CPJ	Activity 3.5 (LB p. 102)	Memo (TG p. 73)
CRJ + CPJ	Activity 3.6 (LB p. 103)	Memo (TG p. 74)
CRJ + CPJ	Activity 3.7 (LB p. 103)	Memo (TG p. 75)
Accounting equation	Activity 3.8 (LB p. 105)	Memo (TG p. 79)
Accounting equation	Activity 3.9 (LB p. 105)	Memo (TG p. 80)
Accounting equation	Activity 3.10 (LB p. 106)	Memo (TG p. 80)
<b>Formal assessment:</b> Controlled test on the CRJ + CPJ.	VIVA EMS TG - p. 76 and answer sheet p. 77	Memo (TG p. 78)
<b>Informal assessment:</b> Class test on the Accounting equation.	<b>Enrichment activity:</b> Class test (Activity 3.10 can be used)	Memo (TG p. 48)

**EVIDENCE OF ASSESSMENT**
**Teacher:**

- Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.
- Copy of Controlled test and memo in teacher's EMS file and marks recorded as term 3's 2<sup>nd</sup> formal assessment.

**Learners:**

- Written work in the learners' exercise books that is corrected by the learner and controlled by the teacher.
- Copy of marked Controlled test in the Learner's exercise book or portfolio/file.

**Lesson, Class work and Homework: Activity 3.2 – Act. 3.10****TEACHER'S ACTIVITIES****Period 1:****3.3.1 CPJ of a service enterprise – Introduction**

(30 min) (LB p. 96)

- Explain that the business is separate from its owner and that the owner can have transactions with its own business. E.g. the owner provide capital to start his business= CRJ
- Now in the CPJ, the owner takes money for personal use and we need to record this as a payment.
- Ask learners to list a number of payments that businesses can make.

**3.3.2 The format of the Cash Payments Journal**

(30 min) (LB p. 97+98)

- Explain the purpose of every column in the CPJ and why it is important to have the information in that specific column.
- Explain all the new vocabulary words like: Bank column, Sundry accounts, Rent expense, Donations paid, Interest expense, wages, material, Equipment.
- Work through the format of the CRJ with learners and explain how to use each column when recording transactions.

**Period 2:****3.3.3 Entering transactions (example)**

(1 hour) (LB p.98+99)

- Work through the example of the CPJ and explain how to use each column when recording transactions.
- Let learners complete the headings of Activity 3.3 (LB p. 100) in class.

**LEARNERS' ACTIVITIES****Period 1:****3.3.1 CPJ of a service enterprise – Introduction**

(30 min) (LB p. 96)

- Learners listen to the teacher's explanation and ask clarity seeking questions.
- They list a number of payments that businesses can make.

**3.3.2 The format of the Cash Payments Journal**

(30 min) (LB p. 97+98)

- Learners follow the explanation of the teacher on the black board and in their textbooks.
- They work through the format of the CRJ with the teacher and ask clarity seeking questions.

**Period 2:****3.3.3 Entering transactions (example)**

(1 hour) (LB p.98+99)

- Learners work through the example of the CPJ with the teacher and ask clarity seeking questions.
- They complete the headings of Activity 3.3 (LB p. 100) in class.

**Period 3:**

**3.3.3 Entering transactions in the CRJ**

- Do Activity 3.3 (LB p. 100) step-by-step with learners on the blackboard. **(30 min)**
- Task learners to start with Activity 3.4 in the classroom and to finish it at home.
- Assist individual learners where needed.

**Period 4:**

**3.3.4 Entering transactions in the CRJ+ CPJ simultaneously**

- Provide the answers of Activity 3.4 (TG p. 72) and check that learners correct their mistakes.
- Assist learners to do the headings of Activity 3.5 (LB p. 102) and to record the first 2-3 transactions in the CRJ and CPJ.
- Task learners to finish Activity 3.5 at home.

**Period 5:**

**3.3.4 Entering transactions in the CRJ+ CPJ simultaneously**

- Provide the answers of Activity 3.5 (TG p. 73) and check that learners correct their mistakes.
- Assist learners to do the headings of Activity 3.6 (LB p. 103) and task them to do this activity in class and to finish it at home.

**Period 6:**

**3.3.4 Entering transactions in the CRJ+ CPJ simultaneously**

- Provide the answers of Activity 3.6 (TG p. 74) and check that learners correct their mistakes.
- Assist learners to do the headings of Activity 3.7 (LB p. 103) and task them to do this activity in class and to finish Activity 3.8 at home on their own.

**Period 7:**

**3.3.5 Effect of cash transactions on the Accounting equation**

**Period 3:**

**3.3.3 Entering transactions in the CRJ**

- Learners do Activity 3.3 (LB p. 100) step-by-step in the classroom, by following the teacher on the blackboard. **(30 min)**
- They start with Activity 3.4 (LB p. 101) in the classroom and finish it at home.
- They ask support from the teacher when needed.

**Period 4:**

**3.3.4 Entering transactions in the CRJ+ CPJ simultaneously**

- Learners mark Activity 3.4 (LB p. 101) and correct their mistakes.
- They do the headings of Activity 3.5 (LB p. 102) and record the first 2-3 transactions in the CRJ and CPJ.
- Learners finish Activity 3.5 at home.

**Period 5:**

**3.3.4 Entering transactions in the CRJ+ CPJ simultaneously**

- Learners mark Activity 3.5 (LB p. 102) and correct their mistakes.
- They do the headings of Activity 3.6 (LB p. 103) with the help of the teacher, start the activity in class and finish it at home.

**Period 6:**

**3.3.4 Entering transactions in the CRJ+ CPJ simultaneously**

- Learners mark Activity 3.6 (LB p. 103) and correct their mistakes.
- Learners do Activity 3.7 (LB p. 104) in class and finish it at home if needed.

**Period 7:**

**3.3.5 Effect of cash transactions on the Accounting equation**

- Provide the answers of Activity 3.7 (TG p. 75) and check that learners correct their mistakes.
- Explain the effect of both cash receipts and cash payments on the Accounting equation, by explaining several transactions on the black board in table form.
- Explain the double entry rule. Use the Accounting house poster and the Accounting house (LB. p.138).
- Colour code assets in green, owner's equity in yellow and liabilities in orange.
- Explain the Accounting equation by referring to the scale (LB p. 69).
- Let learners complete Activity 3.8 in the classroom.
- Task learners to do Act. 3.9 at home.

- Learners mark Activity 3.7 (LB p. 103) and correct their mistakes.
- They follow the teacher's explanation of the effect of both cash receipts and cash payments on the Accounting equation.
- Learners use the Accounting house poster and the Accounting house in their own textbooks (LB. p.138) to help them understand the double entry rule.
- They colour code all assets in green, owner's equity in yellow and liabilities in orange in their own exercises.
- Learners complete Activity 3.8 (LB p 105) in the classroom with the help of the teacher.
- They also do Activity 3.9 at home on their own.

**Period 8:**

**3.3.5 Effect of cash transactions on the Accounting equation**

- Provide the answers of both Activity 3.8 and Activity 3.9.
- Task learners to do Activity 3.10 in the classroom and to complete it at home, if necessary. **OR**
- Give learners a class test (Activity 3.10) on the Accounting equation.

**Period 8:**

**3.3.5 Effect of cash transactions on the Accounting equation**

- Learners mark both Activity 3.8 and 3.9.
- They ask clarity seeking questions.
- They do Activity 3.10 in the classroom and complete it at home, if necessary. **OR**
- Learners write Activity 3.10 as a class test on the Accounting equation.

**Resources:**

- VIVA EMS Gr. 8 Textbook (LB p. 96-106) and Teacher's Guide (TG p.70-75).
- Chalkboard and coloured chalk (green, orange and yellow)
- Long rulers, coloured pencils (green, orange and yellow) and calculators.
- Eight column Creditors Journal or Eight column Cash Book or prepared answer sheets.

**Teacher's comments / reflection:**

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**HOD input: monitoring and support**

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**Economic and Management Sciences**  
**LESSON PLAN FOR VIVA EMS**

**GRADE 8**  
**TERM 3: Week 4 - 10**  
**(1 hour per week)**

<p><b>Topic: ENTREPRENEURSHIP</b>  <b>Sub-topic: Unit 3.4 Forms of ownership</b></p>	<p><b>Duration:</b> 7 hours (7 x 1 hour periods)  <b>Start date:</b>.....<b>Completed date:</b> .....</p>
<p><b>Prior content knowledge:</b>          Own general knowledge/experience of different types of businesses with more than 1 owner.</p>	<p><b>Link with next lesson:</b>          Unit 4.1 Revision of Term 3 work in term 4.</p>
<p><b>Content:</b></p> <p>3.4.1 Introduction and Sole traders (1 hour) (LB p. 107)</p> <p>3.4.2 Partnerships and comparison with Sole trader (1 hour) (LB p.109)</p> <p>3.4.3 Close Corporation (1 hour) (LB p. 110)</p> <p>3.4.4 Private companies (1 hour) (LB p. 112)</p> <p>3.4.5 Public companies (1 hour) (LB p. 113)</p> <p>3.4.6 Role of small businesses in sustainable job creation (1 hour) (LB p. 115)</p> <p>3.4.7 Role of businesses in sustainable use of natural resources (1 hour) (LB p. 116)</p>	<p><b>Vocabulary/ Important Words:</b></p> <p>3.4.1 Sole trader, unlimited liability, limited continuity</p> <p>3.4.2 Partnership, legal requirements, partnership agreement, jointly and severally liable for debts</p> <p>3.4.3 Close Corporation legal entity, founding statement, association agreement, limited liability.</p> <p>3.4.4 Private company, shareholders, legal entity, directors, owner-managed, tax benefits.</p> <p>3.4.5 Public company, stocks, shares, JSE, directors, independent accountants, CIPC, Companies Act of 2008.</p> <p>3.4.6 GDP, Public Works Programmes, sustainable, TEP, TAP,</p> <p>3.4.7 Sustainable use, sustainable production methods</p>
<p><b>Aims and Objectives of the lesson</b></p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> <li>✓ Define all the relevant concepts</li> <li>✓ Distinguish between the characteristics, advantages and disadvantages of different forms of ownership.</li> <li>✓ Compare and contrast different forms of ownership.</li> <li>✓ Answer questions about forms of ownership from given case studies.</li> </ul>	

<b>Teaching Methods:</b> <ul style="list-style-type: none"> <li>• Narrative method</li> <li>• Discussion method</li> <li>• Question and answer</li> <li>• Demonstrations</li> <li>• Group activities</li> </ul>	<b>Differentiation (Enrichment opportunities / addressing barriers):</b> <ul style="list-style-type: none"> <li>• Use pictures on p. 107, 109 and 110 to illustrate the different forms of ownership.</li> <li>• Make instructions simple to address the language barrier.</li> <li>• <b>Extra enrichment activity:</b> Let learners do a research in their own town/community to determine the form of ownership of each shop.</li> </ul>
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**ASSESSMENT STRATEGY**
**Formal** 
**Informal** 
**Form of Assessment:**
**Assessment Tool:**

Define all the important vocabulary words		
Class and homework activities	Activity 3.11 (LB p. 110)	Memo (TG p. 81)
	Activity 3.12 (LB p. 111)	Memo (TG p. 82)
<b>Enrichment activity</b> (not formally assessed, but use own rubric)	Activity 3.13 (LB p. 114)	Memo (TG p. 85)
	Activity 3.14 (LB p. 119)	Memo (TG p. 87)
<b>FORMAL ASSESSMENT: Week 7</b>	<b>Case studies (TG p. 83)</b>	<b>Memo (TG p. 84)</b>

**EVIDENCE OF ASSESSMENT**
**Teacher:**

- Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.
- FORMAL ASSESSMENT (Case studies on forms of ownership) assessed and marks recorded.

**Learners:**

- Written work in the learners' exercise books that is corrected by the learner and controlled by the teacher.
- Formal assessment (Case studies on forms of ownership) marked and evidence pasted into learners' workbooks or filed in learners' portfolios.

**Lesson, Class work and Homework: Activity 3.11 – Activity 3.14:**

<b>TEACHER'S ACTIVITIES</b>  <u>Period 1:</u> <b>3.4.1 Introduction and Sole traders (1 hour) (LB p. 107)</b> <ul style="list-style-type: none"> <li>• Ask learners to list the four factors of</li> </ul>	<b>LEARNERS' ACTIVITIES</b>  <u>Period 1:</u> <b>3.4.1 Introduction and Sole traders (1 hour) (LB p. 107)</b> <ul style="list-style-type: none"> <li>• Learners list the four factors of</li> </ul>
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production and the remuneration of each factor.

- Explain that the type of business and the amount of money needed to start this business, will determine which form of ownership is needed.
- Give examples of businesses that need a lot of capital and that one person can never bring together that amount of money alone. A small business like a coffee shop does not need a lot of capital to start and a sole trader will be the most suitable form of ownership.
- Discuss the questions we need to ask when deciding on the form of ownership (LB p. 107)
- Explain the characteristics, advantages and disadvantages of the sole trader as a form of ownership.

**Period 2:**

**3.4.2 Partnerships (1 hour) (LB p.109)**

- Explain the characteristics of a partnership.
- Ask learners to give examples of partnerships from their own community.
- Discuss the advantages and disadvantages of a partnership.
- Task learners to summarise all new vocabulary words in their workbooks at home.
- Task learners to do Activity 3.11 (LB p 110) at home.

**Period 3:**

**3.4.3 Close Corporation (1 hour) (LB p. 110)**

- Provide the correct answers for Activity 3.11 (TG p. 81) and check that learners correct their mistakes.
- Discuss the Close Corporation as a form of ownership.
- Explain the characteristics, advantages and disadvantages of

production and listen to the teacher's explanation.

- They give examples of businesses in their own community that will not need a lot of capital to start.
- They listen to the teacher's explanation of the questions we need to ask when deciding on a form of ownership.
- Learners follow the teacher's explanation of characteristics, advantages and disadvantages of a sole trader.

**Period 2:**

**3.4.2 Partnerships (1 hour) (LB p.109)**

- Learners listen to the teacher's explanation, ask clarity seeking questions and respond to the teacher's questions.
- They give examples of partnerships from their own community and discuss the advantages and disadvantages of a partnership.
- Learners summarise all new vocabulary words in their workbooks and do Activity 3.11 (LB p 110) at home.

**Period 3:**

**3.4.3 Close Corporation (1 hour) (LB p. 110)**

- Learners mark Activity 3.11 (LB p. 110) and correct their mistakes.
- They listen to the teacher's explanation of a CC (characteristics, advantages and disadvantages) and ask clarity seeking questions.

CCs.

- Give Activity 3.12 (LB p. 111) as homework.
- Give learners copies of the **FORMAL ASSESSMENT (TG p. 84)** and give them a date for the submission of these case studies.

**Period 4:**

**3.4.4 Private companies  
(1 hour) (LB p. 112)**

- Provide the correct answers for Activity 3.12 (TG p. 82) and check that learners correct their mistakes.
- Explain the characteristics, advantages and disadvantages of private companies.
- Task learners to summarise all the new vocabulary words in their workbooks at home.

**Period 5:**

**3.4.5 Public companies  
(1 hour) (LB p. 113)**

- Explain the characteristics, advantages and disadvantages of private companies.
- Task learners to summarise all the new vocabulary words and to do Activity 3.13 (LB p. 114) in their workbooks at home.

**Period 6:**

**3.4.6 The role of small businesses in sustainable job creation  
(1 hour) (LB p. 115)**

- Provide the correct answers for Activity 3.13 (TG p. 85) and check that learners correct their mistakes.
- Ask learners what is the biggest challenge in the SA economy?
- Discuss unemployment briefly and the most important reasons for our high unemployment rate.
- Ask learners to make recommendations of how we can create more jobs for people in SA.

- Learners receive a copy of the **FORMAL ASSESSMENT for term 3 (TG p. 83)** and make a note of the submission date.
- They do Activity 3.12 (LB p. 111) as homework and begin with their formal assessment at home.

**Period 4:**

**3.4.4 Private companies  
(1 hour) (LB p. 112)**

- Learners mark Activity 3.12 (LB p. 111) and correct their mistakes.
- They listen to the explanation of the characteristics, advantages and disadvantages of private companies.
- They summarise all the new vocabulary words in their workbooks at home.

**Period 5:**

**3.4.5 Public companies  
(1 hour) (LB p. 113)**

- Learners listen to the explanation of the characteristics, advantages and disadvantages of private companies.
- They summarise all the new vocabulary words and to do Activity 3.13 (LB p. 114) in their workbooks at home.

**Period 6:**

**3.4.6 The role of small businesses in sustainable job creation  
(1 hour) (LB p. 115)**

- Learners mark Activity 3.13 (LB p. 114) and correct their mistakes.
- They discuss unemployment briefly and the most important reasons for our high unemployment rate.
- They make recommendations of what we should do to make more jobs available in SA.

**Period 7:**

**3.4.6 The role of businesses in sustainable use of natural resources (1 hour) (LB p. 116)**

- Ask learners to list some of our most important natural resources.
- Discuss the effect of pollution on our soil, air, water and other resources.
- Ask learners who are the main culprits in causing this pollution?
- Discuss the steps taken by some of the businesses to protect our scarce resources and environment.
- Study the statistics of our water usage in SA (LB p. 117).
- Task learners to do Activity 3.14 (LB p. 119) in the classroom.
- Provide the answers of Activity 3.14 (TG p. 87)

**Period 8:**

Controlled test on term 3 work only.

- (TG p. 88-93) and memorandum (TG p. 94-96)

**Period 7:**

**3.4.6 The role of businesses in sustainable use of natural resources (1 hour) (LB p. 116)**

- Learners list some of our most important natural resources.
- They discuss the effect of pollution on our soil, air, water and other resources.
- They discuss the steps taken by some of the businesses to protect our scarce resources and environment.
- Learners study the statistics of our water usage in SA (LB p. 117).
- They do Activity 3.14 (LB p. 119) in the classroom and mark the activity at the end of the period.
- Learners study for the controlled test at home.

**Period 8:**

Learners write the controlled test on term 3 work only.

- (TG p. 88-93) and memorandum (TG p. 94-96)

**Resources:**

- VIVA EMS Gr. 8 Textbook (LB p. 107-119) and Teacher’s Guide (TG p.81-96).
- Chalkboard and chalk
- Copies of the Formal assessment (TG p. 83) and memorandum (TG p. 84).
- Copies of the Term 3 Controlled test (TG p. 88-93) and memorandum (TG p. 94-96)

**Teacher’s comments / reflection:**

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**HOD input: monitoring and support**

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