

SCO INTERNATIONAL OLYMPIAD

CLASS 2 ENTREPRENEURSHIP SYLLABUS

A comprehensive guide for students, teachers, parents, and schools

Designed for Grade 2 learners to build early entrepreneurial thinking through simple ideas, useful solutions, and wise money choices.

- age-fit entrepreneurship guidance for primary-level students globally
- chapter-wise learning outcomes across value creation, creativity, and basic money habits
- student-friendly examples, school implementation ideas, and assessment readiness for SCO Olympiad preparation

Entrepreneurship	Value Creation	Problem Solving	Creativity	Money Choices
Saving	Spending	Needs & Wants	Fair Pricing	Ethics

SCO International Entrepreneurship Olympiad - Class 2 Syllabus

This syllabus guide presents the Grade 2 learning pathway for entrepreneurship readiness. It is built around simple classroom and home situations where students learn to observe problems, create useful ideas, and make wise money choices.

The focus is age-appropriate: students are not expected to build complex businesses. They learn to think like young problem-solvers who can create value for people around them through kindness, creativity, fairness, and planning.

Syllabus purpose

This guide helps students understand what to learn, helps teachers plan practice activities, and helps schools communicate the learning value of the SCO International Entrepreneurship Olympiad for primary learners.

Quick Glance: Grade 2 Learning Pathway

Topic	Learning Focus	Student Can Show Learning By
Understanding Entrepreneurship	Recognize how simple ideas can create value and improve daily life for people.	Identifying a real problem and choosing a helpful, fair solution.
Creativity & Idea Generation	Generate easy product or service ideas for home, school, or community situations.	Suggesting simple ideas such as labels, helper desks, bookmarks, organizers, or care corners.
Basic Financial Literacy	Distinguish between saving and spending, and make simple choices about how money can be used wisely.	Solving coin-based saving/spending scenarios and explaining needs, wants, fair price, and simple profit.

Global Learning Alignment

Entrepreneurship learning is treated as a life skill: students learn to act on ideas, solve problems, and create value for others. At Grade 2 level, this means observing everyday needs, thinking of simple solutions, and making fair and responsible choices.

Financial literacy is introduced through practical decisions: saving, spending, needs, wants, fair prices, and simple money calculations. These early habits support responsible decision-making and confidence in daily life.

Syllabus Segments and Olympiad Readiness

Segment	What It Builds	Example Question Type
Concept Understanding	Meaning of entrepreneurship, value, product, service, customer, need, and want.	Which idea best solves a classroom problem?
Scenario Reasoning	Choosing the most useful, fair, and safe idea in a school or home situation.	Which student has the strongest idea for a rainy day?
Creativity Application	Turning a problem into a simple product or service idea.	What can be made to stop books from being folded?
Money Awareness	Saving, spending, giving, fair price, cost, and simple profit.	If 6 cards sell for 3 coins each and cost 10 coins, what is left?
Ethics and Responsibility	Honesty, cleanliness, safety, permission, and community-minded choices.	What should a seller do if the box label says 6 biscuits but has only 5?

Chapter note

Entrepreneurship begins with noticing a problem and thinking of a helpful way to solve it. For Class 2 students, entrepreneurship can be a pencil helper box, a lost-and-found label table, a bookmark idea, or a classroom cleanliness service. The key idea is value creation: making life easier, safer, kinder, cleaner, or better for others.

Learning outcomes

- Recognize that entrepreneurs solve problems and create value.
- Differentiate between a product and a service in simple examples.
- Identify people who may benefit from an idea, such as classmates, family members, or the school community.
- Understand that good ideas should be helpful, fair, safe, and honest.
- Explain why solving a repeated problem can be more useful than creating a random item.

Classroom / home examples

- A pencil parking box for students who forget pencils.
- A water-bottle name tag service for similar-looking bottles.
- A library bookmark corner to stop page folding.
- A clean-desk helper reminder before students go home.

For Students	For Teachers	For Schools	Assessment Evidence
Notices real-life problems and chooses helpful solutions.	Uses story cards, role-play, class discussion, and picture prompts to connect entrepreneurship with daily life.	Encourages problem-solving culture, student responsibility, and positive classroom habits.	Students select the best solution from everyday scenarios and explain why it creates value.

CHAPTER 2

Creativity & Idea Generation

Learning Focus: Generate easy product or service ideas for home, school, or community situations.

Chapter note

Creativity in entrepreneurship is not only about making something beautiful. It is about thinking of a useful, simple, and practical idea. Students learn to observe a situation, imagine more than one solution, improve an idea after feedback, and choose the idea that helps people best.

Learning outcomes

- Generate simple ideas for school, home, or community needs.
- Compare ideas by usefulness, safety, cost, and fairness.
- Improve an idea after asking classmates or teachers for feedback.
- Recognize that a service can be as valuable as a product.
- Choose ideas that match time, place, weather, and user needs.

Classroom / home examples

- Rainy-day book cover help when students need to protect books.
- A paper fan idea for a hot sports day.
- A clean paper collection box near lunch benches.
- A notebook cover idea for bags where books get dirty.

For Students	For Teachers	For Schools	Assessment Evidence
Suggests useful ideas and improves them through feedback.	Uses drawing, storytelling, brainstorming, and group sharing to develop age-fit solutions.	Supports innovation corners, design-thinking activities, and student-led helper projects.	Students choose or create the idea that best solves a given problem and justify the choice.

CHAPTER 3

Basic Financial Literacy

Learning Focus: Distinguish between saving and spending, and make simple choices about how money can be used wisely.

Chapter note

Young learners begin with practical money ideas: coins, cost, price, saving, spending, needs, wants, giving, and simple profit. The aim is not advanced accounting. The aim is to help students think before spending, save for future goals, price fairly, and understand that money choices should be responsible.

Learning outcomes

- Distinguish needs from wants in simple school and home situations.
- Solve basic coin problems using addition and subtraction.
- Understand cost, selling price, money left, and simple profit in small examples.
- Recognize fair pricing and honest selling behavior.
- Make balanced money choices involving saving, spending, and giving.

Classroom / home examples

- Saving 4 coins first before spending the remaining coins.
- Calculating money left after selling cards and subtracting material cost.
- Choosing a notebook before a fancy pencil box when money is limited.
- Fixing a snack box label if the contents do not match the promise.

For Students	For Teachers	For Schools	Assessment Evidence
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Makes simple, responsible money choices.	Uses play money, classroom shops, story problems, and visual coin cards for practice.	Builds early financial responsibility and ethical decision-making habits.	Students solve simple money scenarios and identify the wisest action based on need, fairness, and planning.
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Detailed Learning Map for Students, Teachers, and Schools

Learning Area	Core Concepts	Practice Activities	Assessment Readiness
Problem Observation	Problem, need, repeated issue, user/customer	Walk around the classroom and list 3 problems that can be solved kindly.	Identify the real problem in a story.
Value Creation	Helpful idea, product, service, community benefit	Make a simple idea card: problem, idea, who it helps, why it helps.	Choose the idea that creates the most value.
Creativity	Brainstorming, simple design, improvement, feedback	Draw two versions of a bookmark and ask classmates which is easier to use.	Select the better design and explain why.
Planning	First step, safe materials, permission, testing	Ask 5 classmates whether they need a pencil helper cup before making one.	Choose the best first step before starting.
Money Choices	Save, spend, give, cost, price, fair price, profit	Use play coins to plan spending and saving for a small stall.	Solve age-fit coin and profit questions.
Ethics	Honesty, fairness, clean product, equal treatment, trust	Discuss what to do if a box promises 6 biscuits but has 5.	Pick the honest and fair action.

Grade 2 Assessment Blueprint

Skill Area	Suggested Weight	Question Style	What Students Demonstrate
Understanding Entrepreneurship	30%	Story-based multiple choice	Recognizing problem-solving and value creation.
Creativity & Idea Generation	30%	Scenario choice / best idea	Choosing useful, safe, and practical solutions.
Basic Financial Literacy	30%	Coin and decision-based questions	Saving, spending, needs, wants, price, cost, and simple profit.
Ethics and Community Thinking	10%	Fairness and responsibility scenarios	Honesty, trust, kindness, and responsible use of resources.

Recommended question design

Class 2 questions should use short stories, classroom examples, simple coin calculations, picture prompts where useful, and clear four-option choices. Explanations should teach the reason behind the answer, not only state the option.

Preparation Roadmap

Week	Focus	Suggested Practice
1	What is entrepreneurship?	Discuss helpers and problem-solvers in school and home.
2	Products and services	Sort examples: bookmark, label, helper desk, water refill, cleaning corner.
3	Needs and wants	Classify items: water bottle, notebook, stickers, toy, lunchbox.
4	Creativity and brainstorming	Create three ideas for one classroom problem.
5	Feedback and improvement	Ask classmates which idea is more useful and why.
6	Saving and spending	Use play coins to plan a small purchase and a saving goal.
7	Fair price and simple profit	Practice cost, selling price, and money left.
8	Ethics and final revision	Solve fairness, honesty, and community-help scenarios.

Student Skill Checklist

Skill Statement	Emerging	Developing	Confident
Can identify a simple problem in a classroom, home, or school situation.	Needs clues	Can identify with help	Can identify independently
Can choose a useful idea that helps people.	Needs examples	Chooses from options	Explains the reason
Can tell the difference between a product and a service.	Needs sorting activity	Understands common examples	Creates own examples
Can explain why honesty and fairness matter in a small business idea.	Understands with stories	Chooses fair action	Explains trust and responsibility
Can solve simple coin problems with saving, spending, and money left.	Needs counters	Solves guided problems	Solves independently
Can distinguish needs from wants in everyday cases.	Needs picture clues	Sorts simple examples	Explains the choice

Teacher and School Implementation Notes

Area	Practical Implementation
Classroom routines	Use short “problem of the day” discussions: lost pencil, messy desk, muddy shoes, forgotten labels, long snack lines.
Activity-based learning	Use role-play, play money, picture cards, small design tasks, and group brainstorming.
Inclusivity	Encourage ideas that help many students, not only ideas that benefit one child.
Ethics and safety	Every product or service idea should be clean, safe, fair, and approved by a responsible adult where needed.
School display	Create a “Young Problem-Solvers Wall” showing problem, idea, value created, and learning outcome.
Parent connection	Invite families to discuss needs, wants, saving, spending, and reuse of materials through simple home examples.

Sample Classroom Activities

Activity	How It Works	Learning Link
Problem Finder Walk	Students list common classroom problems and vote for the most useful one to solve.	Understanding Entrepreneurship
Idea Jar	Students drop simple solution ideas into a jar; the class groups them as products or services.	Creativity & Idea Generation
Play Coin Stall	Students use play coins to decide cost, fair price, and money left after materials.	Basic Financial Literacy
Fair or Unfair?	Students judge short selling scenarios: honest label, equal quantity, safe material, fair price.	Ethics and Responsibility
Need or Want Sort	Students sort picture cards into needs and wants, then explain one choice.	Money Decision-Making

Glossary for Grade 2 Learners

Word	Simple Meaning
Entrepreneur	A person who notices a need or problem and creates a useful idea.
Problem	Something that needs a helpful solution.
Idea	A thought about how to do or make something.
Value	Usefulness or help created for people.
Product	A thing people can use, such as a bookmark or label.
Service	Helpful work done for others, such as arranging books or helping find lost items.
Need	Something important or necessary.
Want	Something nice to have but not always necessary.
Save	Keep money for later.
Spend	Use money to buy something.
Cost	Money used to make or buy something.
Price	Money asked from a buyer.
Profit	Money left after subtracting cost from selling money.
Fair	Right, honest, and reasonable for everyone.

Final readiness message for students, teachers, and schools

The Class 2 Entrepreneurship Olympiad syllabus builds early confidence by connecting learning with everyday life. Students learn that useful ideas can begin from small observations, responsible money choices, and kind action for the community.

Global Reference Alignment

This syllabus reflects globally recognized entrepreneurship and financial-literacy learning principles. Entrepreneurship is introduced as acting on ideas to create value for others, while financial literacy is introduced through age-fit money decisions, saving, spending, and responsible choices.