

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 10 BUSINESS STUDIES
TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 36 lesson plans.

Buy the full pack at cbcedukenya.com — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	10
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Business Studies Grade 10 Curriculum Design (KICD)
2. Approved Business Studies Grade 10 Learner's Book
3. Approved Teacher's Guide
4. MTP Business Studies Grade 10

CBC Edu Kenya · cbcedukenya.com

Aligned with KICD Curriculum Designs · Editable Word Document

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SECTION A: DETAILED LESSON PLANS

The following lesson plans provide a detailed guide for selected lessons across Term 2. All plans follow the rationalised CBC format aligned with the KICD curriculum design for GRADE 10 BUSINESS STUDIES.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **BUSINESS ENVIRONMENT** | Sub-Strand: **Business Definition**

SCHOOL	_____
LEARNING AREA	Business Studies
GRADE	10
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	BUSINESS ENVIRONMENT
SUB-STRAND	Business Definition
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Define b) Types c) Apply
KEY INQUIRY QUESTION(S)	What is business?
CORE COMPETENCY	Self-Efficacy; Critical Thinking; Communication; Citizenship
VALUES	Honesty, Diligence, Initiative
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Financial Literacy; Entrepreneurship
LEARNING RESOURCES	Articles

ORGANISATION OF LEARNING

INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Business Definition by writing the key inquiry question on the board: "What is business?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to define. Display the resources for the lesson (Articles) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Discuss. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Define". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. Examples. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "What is business?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Types". Invite one or two volunteers to come up and try the next example with

	you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Business Definition together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Business Definition independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Apply".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Business Definition? (2) How would you answer "What is business?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Business Definition in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

LESSON PLAN — WEEK 1, LESSON 2

Strand: **BUSINESS ENVIRONMENT** | Sub-Strand: **Business Goals**

SCHOOL	_____
LEARNING AREA	Business Studies
GRADE	10
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	BUSINESS ENVIRONMENT
SUB-STRAND	Business Goals
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify b) Prioritise c) Apply
KEY INQUIRY QUESTION(S)	What goals?
CORE COMPETENCY	Self-Efficacy; Critical Thinking; Communication; Citizenship
VALUES	Honesty, Diligence, Initiative
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Financial Literacy; Entrepreneurship
LEARNING RESOURCES	Articles

ORGANISATION OF LEARNING

INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Business Goals by writing the key inquiry question on the board: "What goals?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to identify. Display the resources for the lesson (Articles) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Discuss. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Identify". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. Case study. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "What goals?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Prioritise". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Business Goals together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is

	going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Business Goals independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Apply".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Business Goals? (2) How would you answer "What goals?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Business Goals in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

— END OF PREVIEW —

You have viewed 2 of 36 fully-detailed lesson plans. The complete pack covers every week of Term 2 (36 lessons) plus the full Scheme of Work.

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SECTION B: SCHEME OF WORK — GRADE 10 BUSINESS STUDIES TERM 2

School: _____ Teacher: _____ Year: 2026

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS
1	1	Business Environment	Business Definition	a) Define b) Types c) Apply	What is business?	Discuss; examples	Articles	Oral, written
1	2	Business Environment	Business Goals	a) Identify b) Prioritise c) Apply	What goals?	Discuss; case study	Articles	Oral, peer
1	3	Business Environment	Stakeholders	a) Identify b) Interests c) Apply	Who is affected?	Discuss; case study	Articles	Oral, peer
2	1	Business Forms	Sole Proprietorship	a) Features b) Pros/cons c) Apply	Why sole?	Discuss; case study	Articles	Oral, peer
2	2	Business Forms	Partnership	a) Features b) Types c) Apply	How partner?	Discuss; case study	Articles	Oral, peer
2	3	Business Forms	Companies	a) Private b) Public c) Apply	How limited liability?	Discuss; case study	Articles	Oral, peer
3	1	Business Forms	Cooperatives	a) Define b) Examples c) Apply	How cooperatives?	Discuss; visit	Articles	Oral, peer
3	2	Business Forms	Public Enterprises	a) Define b) Examples c) Apply	Why state-owned?	Discuss	Articles	Oral, peer
3	3	Business Forms	Choosing a Form	a) Compare b) Decide c) Apply	Which form?	Decision matrix	Worksheets	Written, peer
4	1	Marketing	Market Research	a) Identify b) Methods c) Apply	How research?	Survey design	Templates	Written, peer
4	2	Marketing	Segmentation	a) Define b) Apply c) Apply	How segment?	Discuss; case study	Articles	Oral, peer
4	3	Marketing	Marketing Mix	a) 7Ps b) Apply c) Build technique	How combine?	Plan campaign	Templates	Practical, peer
5	1	Finance	Sources of Finance	a) Identify b) Compare c) Apply	Where money?	Discuss; case study	Articles	Oral, peer
5	2	Finance	Working Capital	a) Define b) Calculate c) Apply	How calculate?	Worked examples	Worksheets	Written, peer
5	3	Finance	Cash Flow	a) Define b) Forecast c) Apply	How predict?	Templates	Templates	Written, peer
6	1	Accounting	Trial Balance	a) Prepare b) Balance c) Apply	How balance?	Worked examples	Templates	Written, peer
6	2	Accounting	Trading Account	a) Prepare b) Calculate gross profit c) Apply	How calculate?	Worked examples	Templates	Written, peer

6	3	Accounting	Profit and Loss	a) Prepare b) Calculate net profit c) Apply	How net profit?	Worked examples	Templates	Written, peer
7	1	Accounting	Balance Sheet	a) Prepare b) Balance c) Apply	How balance?	Worked examples	Templates	Written, peer
7	2	Accounting	Ratio Analysis	a) Calculate b) Interpret c) Apply	How analyse?	Worked examples	Worksheets	Written, peer
7	3	Accounting	Budgeting	a) Define b) Prepare c) Apply	How budget?	Templates	Templates	Practical, peer
8	1	Operations	Production	a) Methods b) Choose c) Apply	How produce?	Discuss; case study	Articles	Oral, peer
8	2	Operations	Quality Management	a) Principles b) Apply c) Build values	How ensure quality?	Discuss; case study	Articles	Oral, peer
8	3	Operations	Supply Chain	a) Define b) Manage c) Apply	How manage flow?	Discuss; case study	Articles	Oral, peer
9	1	Human Resources	Recruitment	a) Process b) Selection c) Apply	How hire?	Role play	Cases	Role play, peer
9	2	Human Resources	Motivation	a) Theories b) Apply c) Build values	How motivate?	Discuss; case study	Articles	Oral, peer
9	3	Human Resources	Leadership	a) Styles b) Apply c) Build skill	How lead?	Discuss; case study	Articles	Oral, peer
10	1	Strategy	SWOT Analysis	a) Apply b) Use insights c) Build skill	How analyse?	Worked examples	Worksheets	Written, peer
10	2	Strategy	Competitive Strategy	a) Identify b) Apply c) Build skill	How compete?	Case study	Articles	Oral, peer
10	3	Strategy	Innovation	a) Define b) Examples c) Apply	How innovate?	Discuss; case study	Articles	Oral, peer
11	1	Government and Business	Taxation	a) Types b) Calculate c) Apply	How tax?	Worked examples	Worksheets	Written, peer
11	2	Government and Business	Mock Paper	a) Sit mock b) Manage time c) Build stamina	Can I complete?	Sit mock	Mock paper	Written, self-assess
11	3	Government and Business	Mock Paper 2	a) Improve b) Apply strategies c) Build confidence	Did I improve?	Second mock	Mock paper	Written, self-assess
12	1	All Strands	Term 2 Revision	a) Recap b) Use strategies c) Show progress	What learn?	Pair quiz	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply b) Show skills c) Self-assess	How use this?	Practical tasks	Materials	Observation, oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate b) Reflect c) Build readiness	Am I ready?	Assessment	Assessment paper	Written, self-assessment

