

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 7 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	7
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Business Studies Grade 7 Curriculum Design (KICD)
2. Approved Business Studies Grade 7 Learner's Book
3. Approved Teacher's Guide
4. MTP Business Studies Grade 7

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 7 BUSINESS STUDIES.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **TRADE** | Sub-Strand: **Definition**

SCHOOL	_____
LEARNING AREA	Business Studies
GRADE	7
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	TRADE
SUB-STRAND	Definition
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Define trade b) Identify forms c) Build foundation
KEY INQUIRY QUESTION(S)	What is trade?
CORE COMPETENCY	Communication; Critical Thinking; Self-Efficacy
VALUES	Respect, Responsibility, Patience
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Values Education
LEARNING RESOURCES	Pictures

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 Definition by writing the key inquiry question on the board: "What is trade?". 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 trade. Display the resources for the lesson (Pictures) 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 trade". 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 trade?" and answer it now using the example you just completed. Connect

	explicitly to the SLO: "Identify forms". 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 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 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: "Build foundation".
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 Definition? (2) How would you answer "What is trade?" 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 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: **TRADE** | Sub-Strand: **Home Trade**

SCHOOL	_____
LEARNING AREA	Business Studies
GRADE	7
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	TRADE
SUB-STRAND	Home Trade
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Define b) Examples c) Apply
KEY INQUIRY QUESTION(S)	What is home trade?
CORE COMPETENCY	Communication; Critical Thinking; Self-Efficacy
VALUES	Respect, Responsibility, Patience
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Values Education
LEARNING RESOURCES	Pictures

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 Home Trade by writing the key inquiry question on the board: "What is home trade?". 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 (Pictures) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Examples. 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. Pair classify. 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 home trade?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Examples". 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 Home Trade 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 Home Trade 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 Home Trade? (2) How would you answer "What is home trade?" 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 Home Trade 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 7 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	Trade	Definition	a) Define trade b) Identify forms c) Build foundation	What is trade?	Discuss; examples	Pictures	Oral, written
1	2	Trade	Home Trade	a) Define b) Examples c) Apply	What is home trade?	Examples; pair classify	Pictures	Oral, written
1	3	Trade	Foreign Trade	a) Define b) Examples c) Apply	What is import/export?	Examples; pair classify	Pictures	Oral, written
2	1	Trade	Wholesale	a) Define b) Functions c) Build understanding	What does wholesaler do?	Discuss; case study	Cases	Oral, written
2	2	Trade	Retail	a) Define b) Types c) Apply	What is retail?	Examples; pair classify	Pictures	Oral, peer
2	3	Trade	Channels of Distribution	a) Trace channel b) Diagram c) Apply	How goods move?	Diagram	Charts	Written, peer
3	1	Money	Functions of Money	a) State functions b) Apply c) Build understanding	Why money?	Discuss; examples	Money samples	Oral, written
3	2	Money	Forms of Money	a) Identify forms b) Compare c) Apply	What forms exist?	Examples	Money samples	Oral, peer
3	3	Money	Mobile Money	a) State use b) Apply c) Build digital literacy	How M-Pesa works?	Demonstrate; pair quiz	Phones	Oral, practical
4	1	Banking	Banks	a) Identify types b) Functions c) Build awareness	What banks do?	Discuss; visit (real or virtual)	Pictures	Oral, written
4	2	Banking	Savings Accounts	a) State features b) Open one c) Apply	Why save?	Demonstrate forms	Forms	Oral, peer
4	3	Banking	Loans	a) Define b) State terms c) Build awareness	What is loan?	Discuss	Cases	Oral, peer
5	1	Consumer Education	Consumer Rights	a) State rights b) Apply c) Build awareness	What rights?	Discuss	Charts	Oral, written
5	2	Consumer Education	Consumer Responsibilities	a) State duties b) Apply c) Build values	What must I do?	Discuss	Stories	Oral, peer
5	3	Consumer Education	Consumer Protection	a) State agencies b) Identify protections c) Apply	Where get help?	Resource list	Directory	Oral, peer
6	1	Office Practice	The Office	a) Define b) Functions c) Build awareness	What is office?	Discuss; pictures	Pictures	Oral, written
6	2	Office Practice	Office Equipment	a) Identify b) Use c) Apply	What equipment used?	Demonstrate; pair use	Equipment	Practical, peer

6	3	Office Practice	Filing	a) State systems b) File documents c) Apply	How file?	Demonstrate; pair file	Files	Practical, peer
7	1	Communication	Business Letters	a) State format b) Write c) Apply	How write business letter?	Templates	Templates	Written, peer
7	2	Communication	Memos	a) State format b) Write c) Apply	How write memo?	Templates	Templates	Written, peer
7	3	Communication	Email Etiquette	a) State rules b) Write professionally c) Build digital skill	How email professionally?	Templates	Templates	Written, peer
8	1	Records	Day Book	a) Record transactions b) Balance c) Apply	How record?	Worked examples	Notebooks	Written, peer
8	2	Records	Cash Book	a) Record cash b) Balance c) Build technique	How balance?	Worked examples	Notebooks	Written, peer
8	3	Records	Receipts and Invoices	a) Identify b) Issue c) Apply	How issue?	Templates	Templates	Practical, peer
9	1	Pricing	Cost	a) Define cost b) Calculate c) Apply	How calculate cost?	Worked examples	Worksheets	Written, peer
9	2	Pricing	Profit and Loss	a) Calculate b) Interpret c) Apply	Did business profit?	Worked examples	Worksheets	Written, peer
9	3	Pricing	Discount	a) Calculate b) Apply c) Build technique	How calculate discount?	Worked examples	Worksheets	Written, peer
10	1	Entrepreneurship	Identifying Opportunities	a) Identify needs b) Generate ideas c) Build creativity	What gap can I fill?	Brainstorm	Notebooks	Oral, peer
10	2	Entrepreneurship	Business Plan	a) State sections b) Draft c) Apply	How plan business?	Templates	Templates	Written, peer
10	3	Entrepreneurship	Marketing Basics	a) State 4Ps b) Apply c) Build understanding	What is marketing?	Discuss; pair plan	Charts	Oral, written
11	1	Government and Business	Taxes	a) Identify types b) State purpose c) Build awareness	Why pay taxes?	Discuss; case study	Articles	Oral, peer
11	2	Government and Business	Business Registration	a) State steps b) Apply c) Build awareness	How register?	Discuss; pair quiz	Forms	Oral, peer
11	3	Government and Business	Ethics	a) State business ethics b) Apply c) Build values	What is fair?	Discuss; case study	Stories	Oral, peer
12	1	All Strands	Term 2 Revision	a) Recap b) Use strategies c) Show progress	What did we 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

