

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 7 PRE-TECHNICAL 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. Pre-Technical Studies Grade 7 Curriculum Design (KICD)
2. Approved Pre-Technical Studies Grade 7 Learner's Book
3. Approved Teacher's Guide
4. MTP Pre-Technical Studies Grade 7

CBC Edu Kenya · cbcedukenya.com

Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

CBC Edu Kenya · cbcedukenya.com · Aligned with KICD Curriculum Designs

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 PRE-TECHNICAL STUDIES.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **FOUNDATIONS OF PRE-TECHNICAL** | Sub-Strand: **Safety in the Workshop**

SCHOOL	_____
LEARNING AREA	Pre-Technical Studies
GRADE	7
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	FOUNDATIONS OF PRE-TECHNICAL
SUB-STRAND	Safety in the Workshop
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify hazards b) State rules c) Build culture
KEY INQUIRY QUESTION(S)	Why is safety first?
CORE COMPETENCY	Critical Thinking; Self-Efficacy; Creativity
VALUES	Accuracy, Safety-mindedness, Innovation
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Career Awareness; Safety
LEARNING RESOURCES	Workshop, charts

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 Safety in the Workshop by writing the key inquiry question on the board: "Why is safety first?". 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 hazards. Display the resources for the lesson (Workshop, charts) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Tour workshop. 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 hazards". 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. Identify hazards. 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 "Why is safety first?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "State rules". 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 Safety in the Workshop 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 Safety in the Workshop 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 culture".
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 Safety in the Workshop? (2) How would you answer "Why is safety first?" 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 Safety in the Workshop 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: **FOUNDATIONS** | Sub-Strand: **Personal Protective Equipment**

SCHOOL	_____
LEARNING AREA	Pre-Technical Studies
GRADE	7
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	FOUNDATIONS
SUB-STRAND	Personal Protective Equipment
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify PPE b) Use correctly c) Build practice
KEY INQUIRY QUESTION(S)	When wear PPE?
CORE COMPETENCY	Communication; Critical Thinking; Self-Efficacy
VALUES	Respect, Responsibility, Patience
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Values Education
LEARNING RESOURCES	PPE samples

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 Personal Protective Equipment by writing the key inquiry question on the board: "When wear PPE?". 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 ppe. Display the resources for the lesson (PPE samples) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Demonstrate. 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 PPE". 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 check. 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 "When wear PPE?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Use correctly". 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 Personal Protective Equipment 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 Personal Protective Equipment 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 practice".
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 Personal Protective Equipment? (2) How would you answer "When wear PPE?" 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 Personal Protective Equipment 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.

Buy the full pack — only KES 300

cbcedukenya.com · M-Pesa accepted · Instant download

SECTION B: SCHEME OF WORK — GRADE 7 PRE-TECHNICAL 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	Foundations of Pre-Technical	Safety in the Workshop	a) Identify hazards b) State rules c) Build culture	Why is safety first?	Tour workshop; identify hazards	Workshop, charts	Oral, written
1	2	Foundations	Personal Protective Equipment	a) Identify PPE b) Use correctly c) Build practice	When wear PPE?	Demonstrate; pair check	PPE samples	Practical, peer
1	3	Foundations	First Aid Basics	a) State first aid b) Apply for cuts/burns c) Build readiness	How help injured?	Role play; first aid kit	First aid kit	Practical, peer
2	1	Materials	Wood	a) Identify types b) Properties c) Apply	Why use wood?	Examine samples	Wood samples	Oral, written
2	2	Materials	Metal	a) Identify types b) Properties c) Apply	Why use metal?	Examine samples	Metal samples	Oral, written
2	3	Materials	Plastics	a) Identify types b) Properties c) Apply	Why use plastics?	Examine samples	Plastic samples	Oral, written
3	1	Tools	Hand Tools	a) Identify b) Use safely c) Build skill	What is each used for?	Demonstrate; pair use	Toolbox	Practical, peer
3	2	Tools	Measuring Tools	a) Identify b) Measure accurately c) Build precision	How measure precisely?	Demonstrate; pair measure	Rule, calliper	Practical, peer
3	3	Tools	Cutting Tools	a) Identify b) Use safely c) Apply	How cut safely?	Demonstrate; pair practise	Saws	Practical, peer
4	1	Communication	Technical Drawing Tools	a) Identify b) Use accurately c) Build skill	What is each tool?	Demonstrate; pair use	Drawing set	Practical, peer
4	2	Communication	Lines and Lettering	a) Draw types of lines b) Write technical letters c) Apply	How draw lines?	Demonstrate; pair drill	Drawing paper	Practical, peer
4	3	Communication	Geometric Construction	a) Construct angles b) Bisect c) Build accuracy	How bisect?	Demonstrate; pair construct	Drawing set	Practical, peer
5	1	Communication	Plane Figures	a) Construct triangles b) Construct quadrilaterals c) Apply	How construct triangle?	Demonstrate; pair construct	Drawing set	Practical, peer
5	2	Communication	Solid Shapes	a) Identify b) Sketch c) Apply	What is cuboid?	Sketch; pair label	Models	Oral, practical
5	3	Communication	Pictorial Drawing	a) Sketch in isometric b) Sketch in oblique c) Build skill	How sketch 3D?	Demonstrate; pair sketch	Drawing paper	Practical, peer
6	1	Production	Wood Joints	a) Identify joints b) Mark	How join wood?	Demonstrate; pair mark	Wood,	Practical, peer

				out c) Build skill			marker	
6	2	Production	Cutting Wood	a) Saw to line b) Plane c) Build accuracy	How cut to line?	Demonstrate; pair practise	Saws, planes	Practical, peer
6	3	Production	Joining Wood	a) Glue and clamp b) Use nails/screws c) Apply	How fix joint?	Demonstrate; pair join	Glue, clamps	Practical, peer
7	1	Production	Metal Work	a) Cut metal b) File metal c) Apply	How cut metal?	Demonstrate; pair practise	Hacksaw, file	Practical, peer
7	2	Production	Drilling	a) Mark centre b) Drill safely c) Build accuracy	How drill straight?	Demonstrate; pair practise	Drill	Practical, peer
7	3	Production	Finishing	a) Sand b) Apply paint/varnish c) Build quality	How finish well?	Demonstrate; pair finish	Sandpaper, paint	Practical, peer
8	1	Electricity	Sources of Electricity	a) Identify b) Compare c) Build awareness	Where electricity from?	Discuss; show	Pictures	Oral, written
8	2	Electricity	Circuits	a) Identify components b) Build simple circuit c) Apply	How does circuit work?	Build circuit	Bulb, wire, cell	Practical, peer
8	3	Electricity	Safety in Electricity	a) State hazards b) Apply rules c) Build practice	Why is electricity dangerous?	Discuss; pair quiz	Charts	Oral, peer
9	1	Entrepreneurship	Identifying Opportunities	a) Identify needs b) Generate ideas c) Build creativity	What gap can I fill?	Brainstorm; group	Notebooks	Oral, peer
9	2	Entrepreneurship	Simple Business Plan	a) State sections b) Draft plan c) Build planning	How plan business?	Templates	Templates	Written, peer
9	3	Entrepreneurship	Costing	a) Calculate cost b) Set price c) Build numeracy	How price product?	Worked examples	Worksheets	Written, peer
10	1	Project	Mini Project Planning	a) Choose product b) Sketch c) Plan steps	What will I make?	Plan project	Notebooks	Written, peer
10	2	Project	Project Production	a) Mark out b) Cut/Shape c) Build skill	How produce safely?	Workshop time	Materials	Practical, peer
10	3	Project	Project Finishing	a) Assemble b) Finish c) Apply	How finish well?	Workshop time	Materials	Practical, peer
11	1	Project	Project Display	a) Display work b) Explain c) Build confidence	How present work?	Display; pair explain	Display table	Performance, peer
11	2	Project	Self-Evaluation	a) Reflect b) Identify learning c) Build self-awareness	What did I learn?	Write reflection	Notebooks	Written, self-assess
11	3	Project	Peer Evaluation	a) Give feedback b) Receive feedback c) Build collaboration	How help others improve?	Pair feedback	Rubric	Peer, oral
12	1	All Strands	Term 2 Revision	a) Recap b) Show progress c) Build	What did we learn?	Pair quiz	Materials	Oral, peer

				readiness				
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

