

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 9 BUSINESS STUDIES
TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 47 lesson plans.

Buy the full pack at cbcedukenya.com — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	9
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Business Studies Grade 9 Curriculum Design (KICD)
2. Approved Business Studies Grade 9 Learner's Book
3. Approved Teacher's Guide
4. KNEC KJSEA Business Framework 2026

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 9 BUSINESS STUDIES.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **BUSINESS** | Sub-Strand: **Forms of Business**

SCHOOL	_____
LEARNING AREA	Business Studies
GRADE	9
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	BUSINESS
SUB-STRAND	Forms of Business
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify sole proprietorship b) State features c) Apply
KEY INQUIRY QUESTION(S)	What is sole proprietorship?
CORE COMPETENCY	Self-Efficacy; Critical Thinking; Communication; Citizenship
VALUES	Honesty, Diligence, Initiative
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Financial Literacy; Entrepreneurship
LEARNING RESOURCES	Charts, learner book

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 Forms of Business by writing the key inquiry question on the board: "What is sole proprietorship?". 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 sole proprietorship. Display the resources for the lesson (Charts, learner book) 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 sole proprietorship". 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 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 sole proprietorship?" and answer it now using the example you just

	completed. Connect explicitly to the SLO: "State features". 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. Chart. 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 Forms of Business 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 Forms of Business? (2) How would you answer "What is sole proprietorship?" 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 Forms of Business 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** | Sub-Strand: **Forms of Business**

SCHOOL	_____
LEARNING AREA	Business Studies
GRADE	9
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	BUSINESS
SUB-STRAND	Forms of Business
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify partnership b) State features c) Apply
KEY INQUIRY QUESTION(S)	How does partnership work?
CORE COMPETENCY	Self-Efficacy; Critical Thinking; Communication; Citizenship
VALUES	Honesty, Diligence, Initiative
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Financial Literacy; Entrepreneurship
LEARNING RESOURCES	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 Forms of Business by writing the key inquiry question on the board: "How does partnership work?". 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 partnership. Display the resources for the lesson (Charts) 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 partnership". 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 share. 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 "How does partnership work?" and answer it now using the example you just completed. Connect explicitly to the SLO: "State features". 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 Forms of Business 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 Forms of Business 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 Forms of Business? (2) How would you answer "How does partnership work?" 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 Forms of Business 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 47 fully-detailed lesson plans. The complete pack covers every week of Term 2 (47 lessons) plus the full Scheme of Work.

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SECTION B: SCHEME OF WORK — GRADE 9 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	Forms of Business	a) Identify sole proprietorship b) State features c) Apply	What is sole proprietorship?	Discuss; pair examples; chart	Charts, learner book	Oral, written
1	2	Business	Forms of Business	a) Identify partnership b) State features c) Apply	How does partnership work?	Discuss; pair share	Charts	Oral, peer
1	3	Business	Forms of Business	a) Identify limited companies b) State features c) Apply	What is a limited company?	Discuss; pair quiz	Charts	Oral, written
1	4	Business	Cooperatives	a) Identify cooperatives b) State role c) Apply	How do cooperatives help farmers?	Discuss SACCOs; pair share	Articles, charts	Oral, peer
2	1	Trade	Internal Trade	a) Define internal trade b) Identify types c) Apply	What is wholesale vs retail?	Discuss; pair classify	Charts	Written, peer
2	2	Trade	External Trade	a) Define external trade b) Identify imports/exports c) Apply	What does Kenya import/export?	List Kenyan exports; pair work	Stats, charts	Written, oral
2	3	Trade	Documents in Trade	a) Identify trade documents b) State purpose c) Apply	What is an invoice?	Show samples; pair label	Sample documents	Written, peer
2	4	Trade	Trade Restrictions	a) Identify tariffs b) State purpose c) Apply	Why do countries impose tariffs?	Discuss; pair share	Articles, charts	Oral, written
3	1	Money & Banking	Money — Functions	a) Identify functions of money b) State characteristics c) Apply	What does money do?	Discuss; pair list	Charts	Oral, written
3	2	Money & Banking	Banking	a) Identify types of banks b) State services c) Apply	What does a bank do?	Discuss; resource person; pair share	Resource person, charts	Oral, peer
3	3	Money & Banking	Mobile Money	a) Identify M-Pesa role b) State benefits c) Apply	How has M-Pesa changed Kenya?	Discuss; pair share	Articles	Oral, peer
3	4	Money & Banking	Saving and Borrowing	a) State why save b) State borrowing principles c) Apply	How do we save and borrow wisely?	Discuss; pair plan	Charts	Oral, peer
4	1	Bookkeeping	Source Documents	a) Identify documents b) Use in transactions c) Apply	What records does a business keep?	Show samples; pair classify	Sample documents	Written, peer
4	2	Bookkeeping	Cash Book	a) Record cash transactions b) Balance the book c) Build skill	How do we record cash?	Demonstrate; pair work	Exercise book, samples	Written, peer

4	3	Bookkeeping	Petty Cash	a) Maintain petty cash b) Record c) Apply	How do we manage small expenses?	Demonstrate; pair work	Petty cash book	Written, peer
4	4	Bookkeeping	Trial Balance	a) Prepare trial balance b) Check accuracy c) Apply	How do we check our books are balanced?	Demonstrate; pair drill	Exercise book	Written, peer
5	1	Accounts	Profit and Loss Account	a) Prepare basic P&L b) Calculate profit c) Apply	Did the business make profit?	Worked example; pair calculate	Sample P&L	Written, peer
5	2	Accounts	Balance Sheet	a) Prepare basic balance sheet b) Identify assets/liabilities c) Apply	What does the business own and owe?	Worked example; pair construct	Sample balance sheet	Written, peer
5	3	Accounts	Working Capital	a) Calculate working capital b) State importance c) Apply	Why does a business need cash flow?	Worked examples; pair calculate	Exercise book	Written, peer
5	4	Accounts	Reading Financial Statements	a) Read sample statements b) Make basic interpretation c) Build judgment	Is this business healthy?	Show samples; pair analyse	Sample statements	Written, oral
6	1	Marketing	Marketing Mix	a) Identify 4Ps b) Apply to a product c) Build understanding	What are the 4Ps?	Discuss; pair apply to a product	Charts	Oral, written
6	2	Marketing	Pricing	a) Identify pricing strategies b) Apply c) Build judgment	How do we set the right price?	Worked examples; pair price a product	Exercise book	Written, peer
6	3	Marketing	Promotion	a) Identify promotion methods b) Plan campaign c) Apply	How do we attract customers?	Discuss; pair plan campaign	Examples	Oral, peer
6	4	Marketing	Place and Distribution	a) Identify distribution channels b) State role c) Apply	How does product reach customer?	Discuss; pair map	Charts	Oral, written
7	1	Entrepreneurship	Entrepreneurship	a) Define entrepreneurship b) Identify Kenyan entrepreneurs c) Build inspiration	Who are top Kenyan entrepreneurs?	Discuss; pair research; share	Articles, profiles	Oral, peer
7	2	Entrepreneurship	Identifying Opportunities	a) Spot business opportunities b) Validate ideas c) Apply	What business needs exist locally?	Walk; pair list opportunities	Charts	Oral, peer
7	3	Entrepreneurship	Business Plan	a) Identify plan elements b) Draft simple plan c) Build planning	What's in a business plan?	Show template; pair draft	Templates	Written, peer
7	4	Entrepreneurship	Pitching Ideas	a) Pitch business idea b) Persuade audience c) Build communication	How do we pitch convincingly?	Pair pitch; class judges	Pitch template	Performance, peer
8	1	Office Practice	Communication	a) Identify business communication b) Write business letter c) Apply	How do we write business communications	Show examples; pair write	Sample letters	Written, peer

					?			
8	2	Office Practice	Filing	a) Identify filing methods b) File documents c) Build practical	How do we organise documents?	Show systems; pair practise	Sample documents	Practical, peer
8	3	Office Practice	Office Equipment	a) Identify equipment b) Use safely c) Apply	What office tools do we use?	Show items; pair quiz	Sample items	Oral, peer
8	4	Office Practice	Customer Service	a) State customer service principles b) Apply c) Build values	Why is customer service important?	Discuss; pair role play	Scenarios	Role play, peer
9	1	Government & Business	Taxation	a) Identify types of taxes b) State purpose c) Apply	Why do we pay taxes?	Discuss; pair share	Charts	Oral, peer
9	2	Government & Business	Business Registration	a) Identify registration steps b) State requirements c) Apply	How do we register a business?	Discuss; pair list	Charts	Oral, written
9	3	Government & Business	Business Ethics	a) State ethical practices b) Avoid corruption c) Build values	Why does business ethics matter?	Discuss; pair pledge	Charts	Oral, peer
9	4	Government & Business	Consumer Rights	a) Identify consumer rights b) Apply c) Build awareness	What are our consumer rights?	Discuss; pair share	Charts	Oral, peer
10	1	KJSEA Revision	Trade Practice	a) Recap b) Past papers c) Build readiness	Am I ready?	Past papers; pair mark	Past papers	Written, peer
10	2	KJSEA Revision	Bookkeeping Practice	a) Recap b) Past papers c) Build readiness	Am I ready?	Past papers; pair mark	Past papers	Written, peer
10	3	KJSEA Revision	Marketing Practice	a) Recap b) Past papers c) Build readiness	Am I ready?	Past papers; pair mark	Past papers	Written, peer
10	4	KJSEA Revision	Mock Paper 1	a) Sit timed mock b) Manage time c) Build stamina	Can I complete in time?	Sit mock	Mock paper	Written, self-assess
11	1	KJSEA Revision	Mock Paper 2	a) Sit second mock b) Improve c) Build confidence	Did I improve?	Second mock	Mock paper	Written, self-assess
11	2	KJSEA Revision	Pitch Day	a) Pitch business idea b) Apply learning c) Build confidence	Can I pitch a real idea?	Pair pitch; class judges	Pitch template	Performance, peer
11	3	KJSEA Revision	Group Revision	a) Recall b) Games c) Build morale	Can revision be fun?	Quiz games	Quiz cards	Oral, peer
11	4	KJSEA Revision	Reflection	a) Identify strengths/weaknesses b) Plan c) Build self-awareness	What needs more work?	Reflection; share	Reflection sheet	Self-assess, peer
12	1	KJSEA Revision	Portfolio Review	a) Compile portfolio b) Reflect c) Build readiness	How have I grown?	Portfolio review	Portfolio	Self-assess, oral

12	2	KJSEA Revision	Career Awareness	a) Identify business careers b) Discuss paths c) Build vision	What business careers exist?	Discuss; pair share	Career charts	Oral, peer
12	3	KJSEA Revision	Final Pep Talk	a) Reflect b) Set goal c) Build confidence	How will I prepare?	Reflection; affirmation	Reflection sheet	Self-assess, oral

