REPUBLIC OF KENYA

MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 9 PRE-TECHNICAL STUDIES

TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

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

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

REFERENCE MATERIALS

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

CBC Edu Kenya · cbcedukenya.com

Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

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 PRE-TECHNICAL STUDIES.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **MATERIALS** | Sub-Strand: **Wood — Properties**

SCHOOL	_____
LEARNING AREA	Pre-Technical Studies
GRADE	9
TERM	2
WEEK / LESSON	Week 1 | Lesson 1
STRAND	MATERIALS
SUB-STRAND	Wood — Properties
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify wood properties b) Match to use c) Build awareness
KEY INQUIRY QUESTION(S)	Why is wood used for furniture?
CORE COMPETENCY	Communication; Critical Thinking; Self-Efficacy
VALUES	Respect, Responsibility, Patience
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Values Education
LEARNING RESOURCES	Wood samples, 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 Wood — Properties by writing the key inquiry question on the board: "Why is wood used for furniture?". 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 wood properties. Display the resources for the lesson (Wood samples, charts) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Examine wood samples. 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 wood properties". 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 discuss. 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 wood used for furniture?" and answer it now using the example you just

	completed. Connect explicitly to the SLO: "Match to use". 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 Wood — Properties 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 Wood — Properties 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 awareness".
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 Wood — Properties? (2) How would you answer "Why is wood used for furniture?" 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 Wood — Properties 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: **MATERIALS** | Sub-Strand: **Wood — Tools**

SCHOOL	_____
LEARNING AREA	Pre-Technical Studies
GRADE	9
TERM	2
WEEK / LESSON	Week 1 | Lesson 2
STRAND	MATERIALS
SUB-STRAND	Wood — Tools
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify woodworking tools b) Demonstrate safe use c) Build practical skills
KEY INQUIRY QUESTION(S)	How do we use saws and chisels safely?
CORE COMPETENCY	Communication; Critical Thinking; Self-Efficacy
VALUES	Respect, Responsibility, Patience
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Values Education
LEARNING RESOURCES	Tools, safety gear

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 Wood — Tools by writing the key inquiry question on the board: "How do we use saws and chisels safely?". 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 woodworking tools. Display the resources for the lesson (Tools, safety gear) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Show tools. 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 woodworking tools". 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. Demonstrate safety. 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 do we use saws and chisels safely?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Demonstrate safe use". 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. Pair practice. 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 Wood — Tools 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 practical skills".
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 Wood — Tools? (2) How would you answer "How do we use saws and chisels safely?" 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 Wood — Tools 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 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	Materials	Wood — Properties	a) Identify wood properties b) Match to use c) Build awareness	Why is wood used for furniture?	Examine wood samples; pair discuss	Wood samples, charts	Oral, observation
1	2	Materials	Wood — Tools	a) Identify woodworking tools b) Demonstrate safe use c) Build practical skills	How do we use saws and chisels safely?	Show tools; demonstrate safety; pair practice	Tools, safety gear	Observation, peer
1	3	Materials	Wood — Joinery	a) Identify simple joints b) Make a simple joint c) Build technique	How are joints made?	Show joint types; pair make simple joint	Wood, tools	Practical, peer
1	4	Materials	Wood Projects	a) Plan small project b) Make simple stool/box c) Build creativity	What can we make from wood?	Plan; cut; assemble; finish	Wood, tools, paint	Portfolio, peer
2	1	Materials	Metal — Properties	a) Identify metal properties b) Compare metals c) Build awareness	Why is iron different from copper?	Examine samples; pair discuss	Metal samples, charts	Oral, observation
2	2	Materials	Metalwork Tools	a) Identify tools b) Demonstrate safety c) Build practical skills	How do we work safely with metal?	Show tools; demonstrate; pair practice	Tools, safety gear	Observation, peer
2	3	Materials	Metalwork Joining	a) Identify joining methods (welding, soldering, bolting) b) Apply c) Build awareness	How are metals joined?	Demonstrate; pair observe; record	Joined samples	Oral, written
2	4	Materials	Metal Projects	a) Plan metal project b) Make simple item c) Build creativity	What can we make from metal?	Plan; cut; join; finish	Metal, tools	Portfolio, peer
3	1	Electricity	Circuits	a) Identify simple circuit b) Build circuit c) Apply	How does a torch work?	Show; pair build circuit	Bulbs, batteries, wires	Practical, written
3	2	Electricity	Series and Parallel	a) Identify series vs parallel b) Build each c) Compare	Why are houses wired in parallel?	Build both; compare brightness	Wires, bulbs, batteries	Practical, peer
3	3	Electricity	Wiring Safety	a) Identify safety rules b) Apply at home c) Build responsibility	How do we use electricity safely?	Discuss safety; pair audit home	Safety charts	Oral, peer
3	4	Electricity	Saving Electricity	a) Identify ways to save b) Practise daily c) Build conservation	How can we cut electricity bills?	Discuss; pair pledge; chart	Charts	Oral, peer
4	1	Drawing	Technical Drawing — Tools	a) Identify drawing tools b) Use correctly c) Build technique	What do we use for technical drawing?	Show set square, T-square, compass; pair use	Drawing instruments	Observation, peer
4	2	Drawing	Lines and	a) Use different line types b) Letter neatly c) Build	How do we draw professional	Practise lines; letter	Drawing	Practical, peer

			Lettering	technique	lines?	alphabet	paper	
4	3	Drawing	Geometric Constructions	a) Construct angles b) Construct triangles c) Build accuracy	How do we construct a 60° angle?	Demonstrate; pair construct	Drawing instruments	Practical, peer
4	4	Drawing	Plans and Elevations	a) Read simple plans b) Draw simple plans c) Apply	What does a plan view show?	Show real plans; pair draw simple	Sample plans	Written, peer
5	1	Energy	Solar Energy	a) Identify solar applications b) State benefits c) Build awareness	How does solar work in Kenya?	Discuss solar panels; pair share	Pictures, real panel if available	Oral, written
5	2	Energy	Wind Energy	a) Identify wind energy uses b) Discuss Kenyan projects c) Apply	Where is wind energy used in Kenya?	Discuss Lake Turkana; pair share	Articles, pictures	Oral, peer
5	3	Energy	Biogas	a) Identify biogas sources b) State benefits c) Apply	How can farms produce energy?	Discuss biogas; pair share	Articles, pictures	Oral, peer
5	4	Energy	Energy Conservation	a) Identify ways to save b) Apply at home c) Build responsibility	How do we save energy?	Audit; pair pledge; chart	Charts	Oral, peer
6	1	Construction	Building Materials	a) Identify materials b) Match to use c) Build awareness	What materials do we use to build?	Show samples; pair sort	Brick, sand, cement, wood	Oral, observation
6	2	Construction	Foundation	a) State purpose of foundation b) Identify types c) Build understanding	Why is foundation important?	Show pictures; pair discuss	Pictures, learner book	Oral, written
6	3	Construction	Walling and Roofing	a) Identify walling materials b) Identify roofing types c) Apply	How are walls built?	Show pictures; pair quiz	Pictures	Oral, peer
6	4	Construction	Building Project	a) Plan model house b) Build small model c) Build creativity	Can we build a model?	Pair plan; build with cardboard	Cardboard, glue	Portfolio, peer
7	1	Communication	Technical Communication	a) Identify technical drawings/diagrams b) Read symbols c) Apply	Why are technical drawings important?	Show plans; pair interpret	Sample drawings	Written, peer
7	2	Communication	Reports	a) Write technical report b) Use correct format c) Build skills	How do we write a technical report?	Show example; pair write	Sample reports	Written, peer
7	3	Communication	Presentations	a) Plan technical presentation b) Use visuals c) Build skills	How do we present technical work?	Plan; pair present	Visuals	Performance, peer
7	4	Communication	Digital Tools	a) Identify CAD basics b) Discuss digital design c) Build awareness	How do designers use computers?	Discuss CAD; pair share	Pictures, learner book	Oral, peer
8	1	Entreprene	Pre-Tech	a) Identify pre-tech businesses b) Plan small	What businesses use pre-tech	Discuss; pair plan	Charts	Oral, peer

		urship	Business	enterprise c) Build entrepreneurship	skills?			
8	2	Entrepreneurship	Business Plan Basics	a) Identify business plan elements b) Draft simple plan c) Build planning	What's in a business plan?	Show template; pair draft	Templates	Written, peer
8	3	Entrepreneurship	Pricing	a) Calculate costs b) Set prices c) Build numeracy	How do we price our products?	Worked examples; pair calculate	Exercise book	Written, peer
8	4	Entrepreneurship	Marketing Basics	a) Identify marketing methods b) Plan promotion c) Apply	How do we attract customers?	Discuss; pair plan	Examples, charts	Oral, peer
9	1	Safety	Workshop Safety	a) Identify workshop hazards b) State safety rules c) Build responsibility	How do we work safely?	Discuss; pair audit; commit	Safety charts	Oral, peer
9	2	Safety	First Aid in Workshop	a) Identify common injuries b) State first aid c) Build practical	What do we do for cuts and burns?	Demonstrate; pair role play	First aid kit	Practical, peer
9	3	Safety	Personal Protective Equipment	a) Identify PPE b) Use correctly c) Build habit	Why wear safety goggles?	Show PPE; demonstrate; pair check	PPE samples	Observation, peer
9	4	Safety	Fire Safety	a) Identify fire hazards b) Use extinguisher (theory) c) Build awareness	How do we prevent and respond to fire?	Discuss; pair role play	Charts	Oral, peer
10	1	KJSEA Revision	Materials Practice	a) Recap wood, metal b) Past papers c) Build readiness	Am I ready for materials?	Past papers; pair mark	Past papers	Written, peer
10	2	KJSEA Revision	Drawing Practice	a) Recap technical drawing b) Past papers c) Build readiness	Am I ready for drawing?	Past papers; pair mark	Past papers	Written, peer
10	3	KJSEA Revision	Electricity Practice	a) Recap circuits, safety b) Past papers c) Build readiness	Am I ready for electricity?	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; mark together	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; compare	Mock paper	Written, self-assess
11	2	KJSEA Revision	Practical Skills	a) Demonstrate practical b) Connect to questions c) Build applied skills	Can I apply practically?	Demonstrate; pair recall	Tools, materials	Practical, peer
11	3	KJSEA Revision	Group Revision	a) Recall concepts b) Use games c) Build morale	Can revision be fun?	Quiz games; pair race	Quiz cards	Oral, peer
11	4	KJSEA Revision	Personal Reflection	a) Identify strengths/weaknesses b) Plan c) Build self-	What needs more work?	Reflection; pair share	Reflection sheet	Self-assess, peer

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