**GRADE 7 BUSINESS STUDIES SCHEME OF WORK TERM 1**

Name…………………………………….TSC NO…................SCHOOL………………………………

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| Week | Lesson | *Strand* | Sub-strand | Specific-Learning outcomes | Learning Experience | Key Inquiry Question(S) | Learning  Resources | Assessment Methods | Reflection |
| 1 | **1** | ***Business and money management skills*** | Introduction to Business Studies | **By the end of the lesson, the learner should be able to**:   1. Define goods and services. 2. Examine the concept of Business Studies. 3. Discuss the business activities that take place in their community. 4. Be polite, kind and respectful when giving feedback to other groups. | Using relevant sources such as textbooks or digital devices, learners to define goods and services.  In groups, learners to examine the concept of Business Studies.  In groups, learners are guided to discuss the business activities that takes place in their community. | What is business?  What business activities take place in your local community? | * Photographs * Pictures * Video clips * Charts * Realia   Computing devices  ***Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 1-3*** | * Oral questions Oral Report Observation |  |
|  | **2** | ***Business and money management skills*** | Components of Business Studies | By the end of the lesson, the learner should be able to:   1. Identify components of Business Studies. 2. Discuss and debate on components of Business Studies. 3. Appreciate the components of Business Studies. | In pairs, learners to identify components of Business Studies.  Learners to brainstorm on their group’s research findings, explain what each component of Business.  In groups, learners are guided to discuss and debate on components of Business Studies. | What do you understand by the terms human wants and scarce resources? | * Photographs * Pictures * Video clips * Charts * Realia   Computing devices  ***Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 3-6*** | * Oral questions Oral Report Observation |  |
|  | **3** | ***Business and money management skills*** | Career opportunities related to Business Studies in Kenya | By the end of the lesson, the learner should be able to:   1. Use digital devices, watch a video clip about career opportunities related to Business Studies in Kenya. 2. Discuss and write down the meaning of career, opportunity and career opportunities. 3. Have fun and enjoy using digital devices. | In groups, learners to use digital devices, watch a video clip about career opportunities related to Business Studies in Kenya.  In groups, learners are guided to discuss and write down the meaning of career, opportunity and career opportunities | Imagine a business organization without marketers and accountants, a bank without bankers or a society without shopkeepers and farmers. What would life be like? | * Photographs * Pictures * Video clips * Charts * Realia * Computing devices   ***Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 7*** | * Oral questions Oral Report Observation |  |
| 2 | **1** | ***Business and money management skills*** | Career opportunities related to Business Studies in Kenya | By the end of the lesson, the learner should be able to:   1. Explore career opportunities related to Business Studies in Kenya. 2. Role-play career associated with Business Studies. 3. Play games associated with careers with Business Studies. 4. Have fun and enjoy role-playing career associated with Business Studies. | Learners to explore career opportunities related to Business Studies in Kenya.  In groups, learners are guided to role-play career associated with Business Studies.  In groups, learners to take turns to mime a career they are interested in to their members of the groups. Group members must try and guess what it is. | What types of career do you know? | * **Photographs** * **Pictures** * **Video clips** * **Charts** * **Realia** * **Computing devices**   ***Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 7-10*** | * Oral questions Oral Report Observation |  |
|  | **2** | ***Business and money management skills*** | Career opportunities related to Business Studies in Kenya | By the end of the lesson, the learner should be able to:   1. Write questionnaires involving career opportunities related to Business Studies. 2. Visit and talk to members of the community involved in different careers related to Business Studies. 3. Have fun and enjoy talking to members of the community involving in different careers related to Business Studies. | In groups, learners are guided to write questionnaires involving career opportunities related to Business Studies.  With the guidance of the teacher, learners to visit and talk to members of the community involved in different careers related to Business Studies | What is a career?  What is a career opportunity? | * Photographs * Pictures * Video clips * Charts * Realia * Computing devices   ***Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 10-13*** | * Oral questions Oral Report Observation |  |
|  | **3** | ***Business and money management skills*** | Importance of Business Studies in the society | By the end of the lesson, the learner should be able to:   1. State the importance of studying Business Studies. 2. Debate on the importance of Business Studies. 3. Appreciate the importance of Business Studies in day-to-day life | Learners to state the importance of studying Business Studies  Learners are guided to debate this motion, ‘studying Business Studies is important in our day to day life’ | What is the importance of studying Business Studies? | * Photographs * Pictures * Video clips * Charts * Realia * Computing devices   ***Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 13-17*** | * Oral questions Oral Report Observation |  |
| 3 | **1** | ***Business and money management skills*** | Revision | By the end of the lesson, the learner should be able to:  Answer all topical questions correctly. | Learners are guided to answer all topical questions correctly. |  | Assessment books.  Computing devices  ***Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 16-17*** |  |  |
|  | **2** | ***Business and money management skills*** | Money; Meaning of money | By the end of the lesson, the learner should be able to:   1. Explain the meaning of money. 2. Define denomination. 3. Using dictionary, Internet, textbooks in the school library or any other relevant reference materials, find the meaning of money. 4. Identify items people used in the past in exchange for goods and services. 5. Appreciate any type of medium of exchange. | Learners to observe and discuss the Kenyan currency.  Learners to define denomination.  In groups, learners are guided to use dictionary, Internet, textbooks in the school library or any other relevant reference materials, find the meaning of money.  In groups, learners to identify items people used in the past in exchange for goods and services. | What is money?  Why do you think money in the form of notes is printed on strong paper? | * Photographs * Pictures * Video clips * Charts * Realia * Computing devices   ***Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 17-18*** | * Oral questions Oral Report Observation |  |
|  | **3** | ***Business and money management skills*** | Uses of money in the day-to-day life | By the end of the lesson, the learner should be able to:   1. List and explain the uses of money in the day-to-day life. 2. Debate on the uses of money. 3. Appreciate the uses of money. | Learners are guided to list and explain the uses of money in the day-to-day life.  Learners to debate on the motion: “Money” is useful in our day-to-day lives?” | What are the uses of money in day to day life? | Pictures  Video clips  Computing devices  ***Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 19-23*** | * Oral questions Oral Report Observation |  |
| 4 | **1** | ***Business and money management skills*** | Key security features of the Kenyan currency | By the end of the lesson, the learner should be able to:   1. Explain the meaning of counterfeit 2. Discuss key security features of the Kenyan currency. 3. Appreciate the use of security features of the Kenyan currency. | Learners to explain the meaning of counterfeit.  In groups, learners are guided to discuss key security features of the Kenyan currency | What is counterfeit? | * Photographs * Pictures * Video clips * Charts * Realia * Computing devices   ***Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 24-***  ***25*** | * Oral questions Oral Report Observation |  |
|  | **2** | ***Business and money management skills*** | Identify the key security features of the Kenyan currency | By the end of the lesson, the learner should be able to:   1. Identify key security features on the front and back of a Kenyan banknote. 2. Design and make a poster with messages on key security features on the Kenyan currency. 3. Appreciate the importance of key security features of the Kenyan currency. | Learners are guided to identify key security features on the front and back of a Kenyan banknote.  In groups, learners are guided to design and make a poster with messages on key security features on the Kenyan currency | What are the key security features of the Kenyan currency? | * Photographs * Pictures * Video clips * Charts * Realia * Computing devices   ***Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 25-29*** | * Oral questions Oral Report Observation |  |
|  | **3** | ***Business and money management skills*** | Themes and symbols on the Kenyan currency | By the end of the lesson, the learner should be able to:   1. Define theme. 2. Describe themes and symbols on the Kenyan currency. 3. Design and make a poster showing themes and symbols or the Kenyan currency. 4. Appreciate the themes and symbols on the Kenyan currency. | Learners to define theme.  In pairs, learners are guided to describe themes and symbols on the Kenyan currency.  In groups, learners are guided to design and make a poster showing themes and symbols or the Kenyan currency. | What is the theme of each note?  What is the symbol of each note? | * Photographs * Pictures * Video clips * Charts * Realia * Computing devices   ***Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 29-32*** | * Oral questions Oral Report Observation |  |
| 5 | **1** | ***Business and money management skills*** | Importance of money in the economy | By the end of the lesson, the learner should be able to:   1. Explain the importance of money in the economy of Kenya 2. Discuss the functions of money in the economy. 3. Make a poster on the importance of money in the economy. 4. Appreciate the importance of money in the economy. | **In** groups, learners to explain the importance of money in the economy of Kenya  In groups, learners are guided to discuss the functions of money in the economy.  In groups, learners are guided to make a poster on the importance of money in the economy | What is the importance of money in the economy? | * Photographs * Pictures * Video clips * Charts * Realia * Computing devices   ***Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 32-33*** | * Oral questions Oral Report Observation |  |
|  | **2** | ***Business and money management skills*** | Personal goals; Meaning and importance of setting goals | By the end of the lesson, the learner should be able to:   1. Explain the meaning of personal goals. 2. Explore personal goal for self-development. 3. Discuss and give examples of personal goals. 4. Appreciate other’s and own personal goals. | Learners are guided to explain the meaning of personal goals.  In groups, learners to explore personal goal for self-development.  In groups, learners are guided to discuss and give examples of personal goals | What are personal goals? | Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 34-36  Photographs  Pictures  Video clips  Charts  Realia  Computing devices | * Oral questions Oral Report Observation |  |
|  | **3** | ***Business and money management skills*** | Importance of setting personal goals for self-development | By the end of the lesson, the learner should be able to:   1. Discuss the importance of setting personal goals. 2. Make a poster on the importance of setting personal goals for self-development. 3. Appreciate the importance of setting personal goals for self-development. | In groups, learners are guided to discuss the importance of setting personal goals.  In groups, learners are guided to make a poster on the importance of setting personal goals for self-development | What is the importance of setting personal goals? | Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 36-38  Photographs  Pictures  Video clips  Charts  Realia  Computing devices | * Oral questions Oral Report Observation |  |
| 6 |  |  |  | **HALF TERM BREAK** |  |  |  |  |  |
| 7 | **1** | ***Business and money management skills*** | Factors to consider when setting personal goals | By the end of the lesson, the learner should be able to:   1. Use digital devices, learners to search for factors to consider when setting personal goals. 2. Discuss the factors to consider when setting personal goals. 3. Appreciate the factors to consider when setting personal goals. | In groups, learners to use digital devices, learners to search for factors to consider when setting personal goals.  In groups, learners are guided to discuss the factors to consider when setting personal goals | What factors do you consider when setting personal goals? | Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 38-39  Photographs  Pictures  Video clips  Charts  Realia  Computing devices | * Oral questions Oral Report Observation |  |
|  | **2** | ***Business and money management skills*** | Setting personal goals for self-development | By the end of the lesson, the learner should be able to:   1. Brainstorm on the goals they would like to achieve, using the SMART technique. 2. Outline the steps to follow when setting personal goals. 3. Create a vision board. 4. Enjoy setting personal goals for self-development. | In groups, learners to brainstorm on the goals they would like to achieve, using the SMART technique.  In pairs, learners are guided to outline the steps to follow when setting personal goals.  Individually, learners are guided to Create a vision board | Why is it important to set personal goals? | Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 39-43  Photographs  Pictures  Video clips  Charts  Realia  Computing devices | * Oral questions Oral Report Observation |  |
|  | **3** | ***Business and money management skills*** | Using ICT or exercise books for setting personal goals | By the end of the lesson, the learner should be able to:   1. Use digital devices, type the form that is in learner’s book. 2. Set their personal goals 3. Appreciate their personal goals and make an effort to achieve them. | In groups, learners to use digital devices, type the form that is in learner’s book.  Individually, learners to set their personal goals | What would you do in order to achieve their personal goals? | Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 43-44  Pictures  Realia  Computing devices | * Oral questions Oral Report Observation |  |
| 8 | **1** | ***Business and money management skills*** | Need for setting personal goals for self-development | By the end of the lesson, the learner should be able to:   1. State the importance of setting personal goals for self-development. 2. Recognize the need for setting personal goals for self-development. 3. Appreciate the importance of setting personal goals for self-development. | In pairs, learners are guided to state the importance of setting personal goals for self-development.  In groups, learners are guided to recognize the need for setting personal goals for self-development. | What are the importance’s of setting personal goals? | Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 45-46  Photographs  Pictures  Video clips  Charts  Realia  Computing devices | * Oral questions Oral Report Observation |  |
|  | **2** | ***Business and money management skills*** | Talents and abilities | By the end of the lesson, the learner should be able to:  Distinguish between talents and abilities.  Recognize talents and abilities.  Appreciate other people’s talents and abilities. | As a class, learners to discuss the distinction between talents and abilities.  In pairs, learners to recognize talents and abilities.  Learners are guided to use a mind map to identify their talents and abilities. | What is a talent?  What are abilities? | Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 46-49  Photographs  Pictures  Video clips  Charts  Realia  Computing devices | * Oral questions Oral Report Observation |  |
|  | **3** | ***Business and money management skills*** | Ways of nurturing talents and abilities for business purposes | By the end of the lesson, the learner should be able to:   1. Identify ways of nurturing talents and abilities for business purposes. 2. Discuss how they can improve their talents and abilities. 3. Appreciate the ways of nurturing talents and abilities for business purposes. | In groups, learners are guided to identify ways of nurturing talents and abilities for business purposes.  In groups, learners are guided to discuss how they can improve their talents and abilities. | What are the ways nurturing talents and abilities for business purposes? | Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 49-51  Photographs  Pictures  Video clips  Computing devices | * Oral questions Oral Report Observation |  |
| 9 | **1** | ***Business and money management skills*** | Personal talents and abilities in school | By the end of the lesson, the learner should be able to:   1. Discuss ways of identifying talents and abilities. 2. Demonstrate personal talents and abilities. 3. Have fun and enjoy demonstrating their talents and abilities. | In groups, learners to discuss ways of identifying talents and abilities.  As a class, learners to demonstrate personal talents and abilities. | What is your talent? | Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 51-54  Photographs  Video clips  Charts  Computing devices | * Oral questions Oral Report Observation |  |
|  | **2** | ***Business and money management skills*** | Relating talent and abilities o career opportunities | By the end of the lesson, the learner should be able to:   1. List some of career opportunities. 2. Relate talents and abilities to career opportunities. 3. Appreciate different types of career opportunities. | In pairs, learners to list some of career opportunities.  In pairs, learners are guided to relate talents and abilities to career opportunities | What are career opportunities? | Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 54-55  Video clips  Computing devices | * Oral questions Oral Report Observation |  |
|  | **3** | ***Business and money management skills*** | Ethical issues related to the use of talents and abilities in business | By the end of the lesson, the learner should be able to:   1. Define ethics. 2. Identify ethical issues related to the use of talents and abilities in business. 3. Appreciate the importance of values and morals in business. | Learners to define ethics.  Learners are guided to identify ethical issues related to the use of talents and abilities in business  In groups, learners are guided to use textbooks in the school library or the internet to find out other unethical issues related to the use of talents and abilities in business. | What are ethics? | Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 55-56  Photographs  Pictures  Video clips  Charts  Realia  Computing devices | * Oral questions Oral Report Observation |  |
| 10 | **1** | ***Business and money management skills*** | Appreciating the importance of nurturing talents and abilities | By the end of the lesson, the learner should be able to:   1. List ways of nurturing talents and abilities for business purposes. 2. Discuss the importance of nurturing talents and abilities for income generation. 3. Appreciate the importance of nurturing talents and abilities. | Learners are guided to list ways of nurturing talents and abilities for business purposes.  In groups, learners are guided to discuss the importance of nurturing talents and abilities for income generation | What are the importance of nurturing talents and abilities? | Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 56-57  Photographs  Pictures  Video clips  Charts  Realia  Computing devices | * Oral questions Oral Report Observation |  |
|  | **2** | ***Business and its environment*** | Business activities | By the end of the lesson, the learner should be able to:   1. Identify human needs and wants. 2. Brainstorm the difference between human needs and human wants. 3. Draw the picture in learner’s book 7 page 58. 4. Appreciate different types of business activities. | In pairs, learners are guided to identify human needs and wants.  In groups, learners are guided to brainstorm the difference between human needs and human wants.  Individually, learners to draw the picture in learner’s book 7 page 58 | What is the difference between needs and wants? | Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 58-59  Photographs  Pictures  Video clips  Charts  Realia  Computing devices | * Oral questions Oral Report Observation |  |
|  | **3** | ***Business and its environment*** | Business activities | By the end of the lesson, the learner should be able to:   1. List human needs and human wants. 2. Role play being a parent or guardian in a house. 3. Have fun and enjoy role playing. | Individually, learners to list human needs and human wants.  In groups, learners to role play being a parent or guardian in a house and role play a need and a want:  For example, if a member mentions food, pretend to feed him or her with a spoon. | What are basic needs? | Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 60-62  Photographs  Pictures  Video clips  Computing devices | * Oral questions Oral Report Observation |  |
| 11 | **1** | ***Business and its environment*** | Business activities | By the end of the lesson, the learner should be able to:   1. Explore and discuss the meaning of scarcity, choice, scale or preference and opportunity cost in relation to the satisfaction of consumer needs and wants. 2. Role playing opportunity cost given limited resources. 3. Have fun and enjoy role playing. | In groups, learners are guided to explore and discuss the meaning of scarcity, choice, scale or preference and opportunity cost in relation to the satisfaction of consumer needs and wants.  In groups, learners are guided to role play opportunity cost given limited resources | What is a scarce resource?  What is an opportunity cost? | Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 62-64  Photographs  Pictures  Video clips  Charts  Realia  Computing devices | * Oral questions Oral Report Observation |  |
|  | **2** | ***Business and its environment*** | Preparing a scale of preference | By the end of the lesson, the learner should be able to:   1. List their needs and wants in school and at home. 2. Arrange their needs and wants in order of priority, importance or urgency. 3. Give reasons how they have prioritized their needs and wants. 4. Enjoy preparing a scale of preference. | Individually:  Learners to list their needs and wants in school and at home.  Learners to arrange their needs and wants in order of priority, importance or urgency.  Learners to give reasons how they have prioritized their needs and wants. | What is a choice? | Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 64-65  Photographs  Pictures  Video clips  Charts  Realia  Computing devices | * Oral questions Oral Report Observation |  |
|  | **3** | ***Business and its environment*** | Importance of the scale of preference and satisfaction of human wants and needs | By the end of the lesson, the learner should be able to:   1. Discuss the importance of the scale of preference. 2. Explain the importance of satisfaction of human wants and needs. 3. Appreciate the importance of the scale of preference and satisfaction of human wants and needs. | In groups, learners are guided to discuss the importance of the scale of preference.  In groups, learners to explain the importance of satisfaction of human wants and needs | What are the importance’s of scale of preference? | Spark; StoryMoja, Business Studies Learner’s Book Grade 7 pg. 65-66  Photographs  Pictures  Video clips  Charts  Realia  Computing devices | * Oral questions Oral Report Observation |  |
| 12- 13 | **REVISION AAND ASSESSEMENT** | | | | | | | | |