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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **GOVERNMENT AND GLOBAL INFLUENCE IN BUSINESS**

SUB STRAND:  **Government and business –** need for government involvement in business in Kenya

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Brainstorm the meaning of government
* Read and discuss the conversation about the need for government involvement in business in Kenya and share experiences
* Debate on the need for government involvement in business

**KEY INQUIRY QUESTION (S)**

Why is it important for the government to get involved in Business?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 99

Digital devices, Newspapers, Journals

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

Guide the learners to use digital devices or dictionaries to search for the meaning of the word government

Instruct them to write their findings

Encourage learners to present their findings in class

**LESSON DEVELOPMENT**

**STEP 1**

In pairs, allow learners to read the information provided in the “Let us talk business” section, learner’s book page 99

Engage the learners to hear the view on what a responsible citizen should do in the case study provide

Ask them why it is important for the government to be involved in business

**STEP 2**

In groups, allow learners time to read the information presented by learners in activity 2, learner’s book page 100

**STEP 3**

Guide the learners in a discussion on the importance or need of government involvement in business as mentioned in activity 2

Walk around to listen to the learners as they discuss

Direct and redirect their discussions.

Encourage all to participate in the discussion

* This will enhance critical thinking and problem solving skills

**STEP 4**

Take learners through the information provided in the “FACT FILE” section learner’s book page 68 and explain the importance or need of government involvement in business

Copy summary notes

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search the internet the importance or need of government involvement in business

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **GOVERNMENT AND GLOBAL INFLUENCE IN BUSINESS**

SUB STRAND:  **Government and business –** need for government involvement in business in Kenya

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Identify the need for government involvement in business in Kenya.
2. Justify the need for government involvement in business activities in Kenya.
3. Appreciate the importance of government in conducting businesses

**KEY INQUIRY QUESTION (S)**

Why is it important for the government to get involved in Business?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 99

Digital devices, Newspapers, Journals

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

Guide the learners to use digital devices or dictionaries to search for the meaning of the word government

Instruct them to write their findings

Encourage learners to present their findings in class

**LESSON DEVELOPMENT**

**STEP 1**

In pairs, allow learners to use digital devices to search the internet and identify the need for government involvement in business in Kenya.

**STEP 2**

Learners to write down their findings and present their findings in class

**STEP 3**

Guide the learners in a discussion on to justify the need for government involvement in business activities in Kenya

Walk around to listen to the learners as they discuss

Direct and redirect their discussions.

Encourage all to participate in the discussion

* This will enhance critical thinking and problem solving skills

**STEP 4**

Take learners through the information provided in the “FACT FILE” section learner’s book page 68 and explain the importance or need of government involvement in business

Copy summary notes

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search the internet the importance or need of government involvement in business

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **GOVERNMENT AND GLOBAL INFLUENCE IN BUSINESS**

SUB STRAND:  **Government and business –** need for government involvement in business in Kenya

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Explain ways in which the shopkeeper in their local community may exploit his or her customer.
2. Debate on the need for government involvement in business in Kenya.
3. Debate on the motion: “government involvement in business is important”
4. Have fun and enjoy the debate

**KEY INQUIRY QUESTION (S)**

Why is it important for the government to get involved in Business?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 99

Digital devices, Newspapers, Journals

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

Guide the learners to explain scenarios in which the shopkeeper in their local community may exploit his or her customer

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to arrange the class for a debate session

**STEP 2**

Instruct them to debate among themselves the importance or need of government involvement in business

Ensure that each learner has a chance to contribute to contribute to the debate topic

**STEP 3**

Teacher to direct and redirect their discussions during the debate

Encourage all to participate in the discussion

* This will enhance critical thinking and problem solving skills

**STEP 4**

Recapitulate on the previous lesson on need for the government of Kenya to be involved in Business

 Take learners through the information provided in the “FACT FILE” section learner’s book page 101 and explain the importance or need of government involvement in business

Copy summary notes

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search the internet the importance or need of government involvement in business

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **GOVERNMENT AND GLOBAL INFLUENCE IN BUSINESS**

SUB STRAND:  **Government and business –** legal requirements for starting and operating a simple business in Kenya

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the legal requirement for starting and operating a simple business in Kenya.
* Make a poster on the legal requirements for starting and operating a small business in Kenya
* Appreciate the importance of the legal requirements for starting and operating a simple business in Kenya

**KEY INQUIRY QUESTION (S)**

What are the legal requirements for starting and operating a simple business in Kenya?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 102-107

Digital devices, Newspapers, Journals

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

Guide the learners to use digital devices, books from the library or relevant text books to search for requirements need to start and operate a simple business in Kenya

Allow them time to write their findings in their exercise books

Encourage them to present their work in class

**LESSON DEVELOPMENT**

**STEP 1**

Refer the learners to “let us talk business” section page 102/103 of the learner’s book.

Allow them to time to study pictures a to e

Allow them some time to brainstorm about the documents and identify them

* This will enhance critical thinking and imagination

Ask learners to list them down in their exercise books

**STEP 2**

Guide the learners to breakdown the basic requirements for starting a business in Kenya

**STEP 3**

Guide the learners to discuss why it is important for business to have legal requirements for starting and operating a simple business in Kenya

Teacher to direct and redirect their discussions during the debate

Encourage all to participate in the discussion

* This will enhance critical thinking and problem solving skills

**STEP 4**

Take learners through the information provided in the “FACT FILE” section learner’s book page 106-107 and elaborate on the legal requirements for starting and operating a simple business in Kenya

Copy summary notes

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to design and make a poster on the legal requirements for starting and operating a simple business in Kenya

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **GOVERNMENT AND GLOBAL INFLUENCE IN BUSINESS**

SUB STRAND:  **Government and business –** legal requirements for starting and operating a simple business in Kenya

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the legal requirement for starting and operating a simple business in Kenya.
* Make a poster on the legal requirements for starting and operating a small business in Kenya
* Appreciate the importance of the legal requirements for starting and operating a simple business in Kenya

**KEY INQUIRY QUESTION (S)**

What are the legal requirements for starting and operating a simple business in Kenya?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 102-107

Digital devices, Newspapers, Journals

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

Guide the learners to use digital devices, books from the library or relevant text books to search for requirements need to start and operate a simple business in Kenya

Allow them time to write their findings in their exercise books

Encourage them to present their work in class

**LESSON DEVELOPMENT**

**STEP 1**

Refer the learners to activity 4, page 105 of the learner’s book.

In groups, give them time to read the conversation provided

Learners to discuss the legal requirements needed to start an operate a business as mentioned in the conversation

Learners to present their work in class

**STEP 2**

Guide the learners to breakdown the basic requirements for starting a business in Kenya

**STEP 3**

Guide the learners to discuss why it is important for business to have legal requirements for starting and operating a simple business in Kenya

Teacher to direct and redirect their discussions during the debate

Encourage all to participate in the discussion

* This will enhance critical thinking and problem solving skills

**STEP 4**

Take learners through the information provided in the “FACT FILE” section learner’s book page 106-107 and elaborate on the legal requirements for starting and operating a simple business in Kenya

Copy summary notes

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to design and make a poster on the legal requirements for starting and operating a simple business in Kenya

**REFLECTION ON THE LESSON:**

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|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **GOVERNMENT AND GLOBAL INFLUENCE IN BUSINESS**

SUB STRAND:  **Government and business –** legal requirements for starting and operating a simple business in Kenya

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the legal requirement for starting and operating a simple business in Kenya.
* Make a poster on the legal requirements for starting and operating a small business in Kenya
* Appreciate the importance of the legal requirements for starting and operating a simple business in Kenya

**KEY INQUIRY QUESTION (S)**

What are the legal requirements for starting and operating a simple business in Kenya?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 102-107

Digital devices, Newspapers, Journals

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

Guide the learners to use digital devices, books from the library or relevant text books to search for requirements need to start and operate a simple business in Kenya

Allow them time to write their findings in their exercise books

Encourage them to present their work in class

**LESSON DEVELOPMENT**

**STEP 1**

Refer the learners to fun activity, page 106 of the learner’s book.

Allow learners time to read the information provide on the poster

Engage them in discussing the legal requirements need for starting and operating a simple business in Kenya

**STEP 2**

Guide the learners to breakdown the basic requirements for starting a business in Kenya

**STEP 3**

Guide the learners to discuss why it is important for business to have legal requirements for starting and operating a simple business in Kenya

Teacher to direct and redirect their discussions during the debate

Encourage all to participate in the discussion

* This will enhance critical thinking and problem solving skills

**STEP 4**

Take learners through the information provided in the “FACT FILE” section learner’s book page 106-107 and elaborate on the legal requirements for starting and operating a simple business in Kenya

Copy summary notes

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to visit a nearby business

Ensure that each learner participate in asking questions

**REFLECTION ON THE LESSON:**

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|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **GOVERNMENT AND GLOBAL INFLUENCE IN BUSINESS**

SUB STRAND:  **Government and business –** legal requirements for starting and operating a simple business in Kenya

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the legal requirement for starting and operating a simple business in Kenya.
* Give examples of businesses in Kenya that require a Health Certificate.
* Draw the certificate of registration in learner’s book.
* Appreciate the importance of the legal requirements for starting and operating a simple business in Kenya

**KEY INQUIRY QUESTION (S)**

What are the legal requirements for starting and operating a simple business in Kenya?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 102-107

Digital devices, Newspapers, Journals

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

Guide the learners to use digital devices, books from the library or relevant text books to search for requirements need to start and operate a simple business in Kenya

Allow them time to write their findings in their exercise books

Encourage them to present their work in class

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify the legal requirement for starting and operating a simple business in Kenya

**STEP 2**

Guide the learners to give examples of businesses in Kenya that require a Health Certificate

**STEP 3**

Individually, guide the learners to draw the certificate of registration

**STEP 4**

Take learners through the information provided in the “FACT FILE” section learner’s book page 106-107 and elaborate on the legal requirements for starting and operating a simple business in Kenya

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Let learners do the exercise on page 107 of the learner’s book

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **GOVERNMENT AND GLOBAL INFLUENCE IN BUSINESS**

SUB STRAND:  **taxation in Kenya –** meaning of tax and taxation in Kenya

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Define the term tax and taxation.
2. Read the case study in learner’s book.
3. Have a desire to learn more about tax.

**KEY INQUIRY QUESTION (S)**

What is the meaning to tax and taxation?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 108

Digital devices, Newspapers, Journals

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

Guide the learners to use digital devices, books from the library or relevant text books to search for the meaning of tax and taxation

Allow them time to write their findings in their exercise books

Encourage them to present their work in class

**LESSON DEVELOPMENT**

**STEP 1**

Refer the learners to activity 2 on page 108 of the learner’s book

In groups, allow learners to read the information presented in this section

Engage the learners in discussing the meaning of tax and taxation

**STEP 2**

Guide the learners to identify the government institution that is mandated to collect taxes

**STEP 3**

Take learners through the information provided in the “FACT FILE” section learner’s book page 108 and elaborate about tax and taxation

**STEP 4**

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search the internet about Kenya revenue Authority

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **GOVERNMENT AND GLOBAL INFLUENCE IN BUSINESS**

SUB STRAND:  **taxation in Kenya –** meaning of tax and taxation in Kenya

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Identify values that patriotic Kenyan citizens who pays taxes possess are hidden.
2. Play the game; unscramble the letters to find the hidden words.
3. Have fun and enjoy playing the game.

**KEY INQUIRY QUESTION (S)**

What is the meaning to tax and taxation?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 108

Digital devices, Newspapers, Journals

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

Guide the learners to use digital devices, books from the library or relevant text books to search for the meaning of tax and taxation

Allow them time to write their findings in their exercise books

Encourage them to present their work in class

**LESSON DEVELOPMENT**

**STEP 1**

Refer the learners to activity 2 on page 108 of the learner’s book

In groups, allow learners to read the information presented in this section

Engage the learners in discussing the meaning of tax and taxation

**STEP 2**

Guide the learners to identify values Kenya citizens posses when they pay taxes to the government

**STEP 3**

In groups or in pairs, learners to play the game; unscramble the letters to find the hidden words.

Learners to identify values that patriotic Kenyan citizens who pays taxes possess are hidden.

**STEP 4**

Take learners through the information provided in the “FACT FILE” section learner’s book page 108 and elaborate about tax and taxation

Copy summary note

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search the internet about Kenya revenue Authority

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **GOVERNMENT AND GLOBAL INFLUENCE IN BUSINESS**

SUB STRAND:  **taxation in Kenya – importance of paying taxes in Kenya**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Examine the importance of paying taxes.
2. Role play the conversation in learner’s book.
3. Have fun and enjoy the role playing

**KEY INQUIRY QUESTION (S)**

What is the importance of paying taxes?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 109-110

Digital devices, Newspapers, Journals

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

Refer the learners to Activity 3 on page 109 of the learner’s book

Let them read aloud the information in each picture,

Correct their pronunciation in case they do not get it right

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify the importance of paying taxes as presented in the pictures

**STEP 2**

Guide the learners to use digital devices to search the internet the importance of paying taxes in Kenya

**STEP 3**

Guide the learners to discuss the importance of paying taxes

Walk around to listen to the learners as they discuss.

Direct and redirect their discussions.

Encourage all the learners to participate in the discussion

* This will enhance critical thinking and problem solving skills

**STEP 4**

Take learners through the information provided in the “FACT FILE” section learner’s book page 110 and expound on the importance of paying taxes to the government

Copy summary notes

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search the internet the importance of paying taxes in Kenya

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **GOVERNMENT AND GLOBAL INFLUENCE IN BUSINESS**

SUB STRAND:  **taxation in Kenya – importance of paying taxes in Kenya**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* State the importance of paying taxes.
* Make a poster with messages on the importance of paying taxes.
* Appreciate the importance of paying taxes

**KEY INQUIRY QUESTION (S)**

What is the importance of paying taxes?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 109-110

Digital devices, Newspapers, Journals

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

Refer the learners to Activity 4 on page 109 of the learner’s book

Let them read the conversation between Manje ans Ndeda,

Correct their pronunciation in case they do not get it right

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify the importance of paying taxes from the conversation they read

**STEP 2**

Guide the learners to use digital devices to search the internet the importance of paying taxes in Kenya

**STEP 3**

Guide the learners to discuss the importance of paying taxes

Walk around to listen to the learners as they discuss.

Direct and redirect their discussions.

Encourage all the learners to participate in the discussion

* This will enhance critical thinking and problem solving skills

**STEP 4**

Take learners through the information provided in the “FACT FILE” section learner’s book page 110 and expound on the importance of paying taxes to the government

Copy summary notes

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to design and make posters with messages on the importance of paying taxes

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **GOVERNMENT AND GLOBAL INFLUENCE IN BUSINESS**

SUB STRAND:  **taxation in Kenya – importance of paying taxes in Kenya**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* State the importance of paying taxes.
* Debate on the importance of paying taxes.
* Appreciate the importance of paying taxes

**KEY INQUIRY QUESTION (S)**

What is the importance of paying taxes?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 109-110

Digital devices, Newspapers, Journals

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to arrange the class for a debate session

**STEP 2**

Guide the learners to debate among themselves the importance of paying taxes in Kenya

Ensure that all the learners participate in the discussion

**STEP 3**

Listen as learners contribute to the debate concept

Direct and redirect their discussions.

* This will enhance critical thinking and problem solving skills

**STEP 4**

Take learners through the information provided in the “FACT FILE” section learner’s book page 110 and expound on the importance of paying taxes to the government

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to design and make posters with messages on the importance of paying taxes to the Kenya government

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **GOVERNMENT AND GLOBAL INFLUENCE IN BUSINESS**

SUB STRAND:  **taxation in Kenya – need for paying taxes in Kenya**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the need for paying taxes in Kenya.
* Investigate the need for paying taxes in Kenya.
* Appreciate the importance of paying taxes in Kenya.

**KEY INQUIRY QUESTION (S)**

What services provided by the government do they think their tax money should be used for?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 111

Digital devices, Newspapers, Journals

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Refer the learners to Activity 5 on page 111 of the learner’s book

Guide the learners to read the story and answer the questions that follow

Guide them to answer the questions that come after the story

**STEP 2**

Walk around to listen to the learners as they discuss.

Direct and redirect their discussions.

Encourage all the learners to participate in the discussion

* This will enhance critical thinking and problem solving skills

**STEP 3**

Engage the learners to get their view why it is important to pay taxes to the government

**STEP 4**

In groups or in pairs, learners to investigate the need for paying taxes in Kenya by asking people with the school compound

(Learners can approach teacher and subordinate staff with the school compound)

**STEP 5**

Learners to note down their findings and present it to the class

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to design and make posters with messages on the importance of paying taxes to the Kenya government

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **GOVERNMENT AND GLOBAL INFLUENCE IN BUSINESS**

SUB STRAND:  **taxation in Kenya – need for paying taxes in Kenya**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the need for paying taxes in Kenya.
* Investigate the need for paying taxes in Kenya.
* Appreciate the importance of paying taxes in Kenya.

**KEY INQUIRY QUESTION (S)**

What services provided by the government do they think their tax money should be used for?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 111

Digital devices, Newspapers, Journals

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Refer the learners to Activity 5 on page 111 of the learner’s book

Guide the learners to read the story and answer the questions that follow

Guide them to answer the questions that come after the story

**STEP 2**

Walk around to listen to the learners as they discuss.

Direct and redirect their discussions.

Encourage all the learners to participate in the discussion

* This will enhance critical thinking and problem solving skills

**STEP 3**

Engage the learners to get their view why it is important to pay taxes to the government

**STEP 4**

Lead learners out of school compound

In groups or in pairs, learners to investigate the need for paying taxes in Kenya by asking people with the school compound (Learners can business people with their school locality)

**STEP 5**

Learners to note down their findings and present it to the class

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to design and make posters with messages on the importance of paying taxes to the Kenya government

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **GOVERNMENT AND GLOBAL INFLUENCE IN BUSINESS**

SUB STRAND:  **taxation in Kenya – need for paying taxes in Kenya**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the need for paying taxes in Kenya.
* Investigate the need for paying taxes in Kenya.
* Appreciate the importance of paying taxes in Kenya.

**KEY INQUIRY QUESTION (S)**

What services provided by the government do they think their tax money should be used for?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 111

Digital devices, Newspapers, Journals

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Refer the learners to Activity 5 on page 111 of the learner’s book

Guide the learners to read the story and answer the questions that follow

Guide them to answer the questions that come after the story

**STEP 2**

Walk around to listen to the learners as they discuss.

Direct and redirect their discussions.

Encourage all the learners to participate in the discussion

* This will enhance critical thinking and problem solving skills

**STEP 3**

Engage the learners to get their view why it is important to pay taxes to the government

**STEP 4**

Lead learners out of school compound

In groups or in pairs, learners to investigate the need for paying taxes in Kenya by asking people with the school compound (Learners can business people with their school locality)

**STEP 5**

Learners to note down their findings and present it to the class

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to design and make posters with messages on the importance of paying taxes to the Kenya government

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **FINANCIAL RECORDS IN BUSINESS**

SUB STRAND:  **Meaning of business transactions in business**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Define the terms business transaction and financial documents.
2. Differentiate business and non-business transactions.
3. Have a desire to do business transactions

**KEY INQUIRY QUESTION (S)**

What are financial documents?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 113

Digital devices, Newspapers, Journals

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

Guide the learners to use digital devices, books from the library or relevant text books to search the meaning of the term business transactions

**LESSON DEVELOPMENT**

**STEP 1**

Allow learners some time to discuss their findings

Allow them time to write their findings in their exercise books

Encourage them to present their work in class

**STEP 2**

Refer the learners to Activity 2 on page 113 of the learner’s book

Guide the learners to study the pictures

Guide them to answer the questions that come after the pictures

**STEP 3**

Allow learners to discuss what is happening in the pictures

Walk around to listen to the learners as they discuss.

Direct and redirect their discussions.

Encourage all the learners to participate in the discussion

* This will enhance critical thinking and problem solving skills

**STEP 4**

Learners to share their experiences with their group members when they have paid for goods and services

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to differentiate between business and non-business transactions

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **FINANCIAL RECORDS IN BUSINESS**

SUB STRAND:  **Cash and credit transactions**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Explain the meaning of cash and credit transactions in business.
2. Match each business transaction with the correct description of how it occurs.
3. Have a desire to learn more about cash and credit transactions in business

**KEY INQUIRY QUESTION (S)**

What is the difference between cash and credit transactions?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 114

Digital devices, Newspapers, Journals

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

Guide the learners to use digital devices, books from the library or relevant text books to search the meaning of the term cash transactions and credit transactions

Allow learners some time to discuss their findings

Allow them time to write their findings in their exercise books

Encourage them to present their work in class

**LESSON DEVELOPMENT**

**STEP 1**

Refer the learners to “let us talk business” on page 113 of the learner’s book

Guide the learners to read the story then answer the questions

**STEP 2**

Engage them to get their views on the view of payment used in the story

Encourage learners to share their experiences on cash and credit that they have used to acquire goods and services

**STEP 3**

Refer the learners to Activity 4 on page 114 of the learner’s book

Guide the learners to study the pictures

Allow learners time to read what people in the picture are saying

Guide them to answer the questions that come after the pictures

**STEP 4**

Guide the learners to discuss the mode of transactions used in the pictures

Allow them to discuss the difference between cash and credit transactions

Instruct learners to list them down in their books

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners in activity of matching business transaction with the correct description of how it occurs.

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **FINANCIAL RECORDS IN BUSINESS**

SUB STRAND:  **Cash and credit transactions**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Role-play the scenarios of various business transactions (people buying and selling)
2. Identify whether they are cash transactions or credit transactions.
3. Take turns until everyone has demonstrated business transactions and other members have identified their types.
4. Enjoy demonstrating to their class members.

**KEY INQUIRY QUESTION (S)**

What is the difference between cash and credit transactions?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 114

Digital devices, Newspapers, Journals

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

Guide the learners to use digital devices, books from the library or relevant text books to search the meaning of the term cash transactions and credit transactions

Allow learners some time to discuss their findings

Allow them time to write their findings in their exercise books

Encourage them to present their work in class

**LESSON DEVELOPMENT**

**STEP 1**

In groups or in pairs, guide the learners to role-play the scenarios of various business transactions (people buying and selling)

**STEP 2**

Guide the learners to identify whether they are cash transactions or credit transactions.

**STEP 3**

In groups or in pairs, learners to take turns until everyone has demonstrated business transactions and other members have identified their types

**STEP 4**

Allow them to discuss the difference between cash and credit transactions

**STEP 5**

Allow learners to read the information in the “Fact file “section learner’s book page 115

Teacher to explain the meaning of cash and credit transactions in business

Learners to copy summary notes

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search the internet the difference between cash and credit transactions

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **FINANCIAL RECORDS IN BUSINESS**

SUB STRAND:  **financial documents used in buying and selling in business**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Brainstorm on and list financial documents used in buying and selling.
* Share experiences on financial documents in buying and selling in everyday life.
* Appreciate the documents used in buying and selling

**KEY INQUIRY QUESTION (S)**

Which financial documents are used in buying and selling?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 115-119

Digital devices, Newspapers, Journals receipts, payment voucher

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

In groups, allow learners some time to share their experiences when they visited a large scale retail shop like a supermarket to purchase an item

**STEP 2**

Guide the learners to discuss what they were given as proof for payment

**STEP 3**

In groups or in pairs, learners to brainstorm on and list financial documents used in buying and selling.

**STEP 4**

In groups or in pairs, learners to share experiences on financial documents in buying and selling in everyday life

**STEP 5**

Guide the learners in identifying and list financial documents used in buying and selling

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices and search the internet for samples pictures of financial documents used in buying and selling

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **FINANCIAL RECORDS IN BUSINESS**

SUB STRAND:  **financial documents used in buying and selling in business**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Brainstorm on and list financial documents used in buying and selling.
* Share experiences on financial documents in buying and selling in everyday life.
* Appreciate the documents used in buying and selling

**KEY INQUIRY QUESTION (S)**

Which financial documents are used in buying and selling?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 115-119

Digital devices, Newspapers, Journals receipts, payment voucher

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

In groups, allow learners some time to share their experiences when they visited a large scale retail shop like a supermarket to purchase an item

**STEP 2**

Guide the learners to discuss what they were given as proof for payment

**STEP 3**

In groups or in pairs, learners to brainstorm on and list financial documents used in buying and selling.

**STEP 4**

In groups or in pairs, learners to share experiences on financial documents in buying and selling in everyday life

**STEP 5**

Guide the learners in identifying and list financial documents used in buying and selling

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices and search the internet for samples pictures of financial documents used in buying and selling

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **FINANCIAL RECORDS IN BUSINESS**

SUB STRAND:  **financial documents used in buying and selling in business**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Identify financial documents used in buying and selling.
2. Act out the conversation about financial documents used in buying and selling.
3. Have fun and enjoy acting out the conversation.

**KEY INQUIRY QUESTION (S)**

Which financial documents are used in buying and selling?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 115-119

Digital devices, Newspapers, Journals receipts, payment voucher

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

In groups, allow learners some time to share their experiences when they visited a large scale retail shop like a supermarket to purchase an item

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to search the internet for the financial documents issued after cash transactions

Allow learners some time to discuss their findings

**STEP 2**

Guide the learners to discuss about the financial documents used in buying and selling in business

**STEP 3**

In groups or in pairs, learners to act out the conversation in a supermarket about financial documents issued after cash transaction

listen to the learners as they act out the conversation

Direct and redirect their discussions

**STEP 4**

Guide the learners to discuss about the financial documents used in buying and selling in business.

Encourage all the learners to participate in the discussion

* This will enhance critical thinking and problem solving skills

**STEP 5**

Guide the learners to read the information in the “Fact file” section, learner’s book page 119

Teacher to expound on the financial documents used in buying and selling in business

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices and search the internet for samples pictures of financial documents used in buying and selling

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **FINANCIAL RECORDS IN BUSINESS**

SUB STRAND:  **financial documents used in buying and selling in business**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Search for samples of financial documents used in buying and selling.
* Draw the samples in learner’s book and answer the questions that follow.]
* Appreciate the financial documents used in buying and selling.

**KEY INQUIRY QUESTION (S)**

Which financial documents are used in buying and selling?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 115-119

Digital devices, Newspapers, Journals receipts, payment voucher

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

In groups, allow learners some time to share their experiences when they visited a large scale retail shop like a supermarket to purchase an item

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to search the internet for the financial documents issued after cash transactions

Allow learners some time to discuss their findings

**STEP 2**

Guide the learners to study the documents provided in activity 7 of the learner’s book page 116-119

Allow learners time to answer the questions that follow

Assess the learners responses

**STEP 3**

In groups, learners to discuss the information contained in the documents

Listen to the learners discuss

Direct and redirect their discussions

**STEP 4**

Guide the learners to draw the samples of the financial documents used in buying and selling in business in learner’s book page 116-119

**STEP 5**

Guide the learners to read the information in the “Fact file” section, learner’s book page 119

Teacher to expound on the financial documents used in buying and selling in business

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

As a class, learners are guided to visit a financial expert to discuss financial documents used in a business transaction.

Identify each sample financial document that he or she will provide

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **FINANCIAL RECORDS IN BUSINESS**

SUB STRAND:  **Methods used in making payment for goods and services**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the methods used in making payments for goods and services.
* Analyse methods of payment for goods and services.
* Discuss how each method of payment is used.
* Appreciate the methods used in making payments for goods and services..

**KEY INQUIRY QUESTION (S)**

What are the methods used in making payments for goods and services?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 120-122

Digital devices, Newspapers, Journals receipts, payment voucher

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

Ask learners to share their experiences when they are paying for an item at their local shops

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to search the internet for methods used in making payments for goods and services

Allow learners some time to discuss their findings

Learners to present their findings in class

**STEP 2**

Guide the learners to study the pictures in activity 9 of the learner’s book page 120-121

Allow learners time to answer the questions that follow

Assess the learner’s responses

**STEP 3**

Guide the learners to identify methods used in making payments for goods and services

**STEP 4**

Guide the learners to analyze methods of payment for goods and services

**STEP 5**

Guide the learners to read the information in the “Fact file” section, learner’s book page 121/122

Teacher to and elaborate about the methods of payment for goods and services

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Interview the business people in the local community.

Discuss with them the method of payment which they preferred and why

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **FINANCIAL RECORDS IN BUSINESS**

SUB STRAND:  **Methods used in making payment for goods and services**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the methods used in making payments for goods and services.
* Analyse methods of payment for goods and services.
* Discuss how each method of payment is used.
* Appreciate the methods used in making payments for goods and services..

**KEY INQUIRY QUESTION (S)**

What are the methods used in making payments for goods and services?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 120-122

Digital devices, Newspapers, Journals receipts, payment voucher

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

Ask learners to share their experiences when they are paying for an item at their local shops

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to search the internet for methods used in making payments for goods and services

Allow learners some time to discuss their findings

Learners to present their findings in class

**STEP 2**

Guide the learners to study the pictures in activity 10 of the learner’s book page 121

Allow learners to read the conversation among grade 7 learners from Uwasi secondary school

Learners to answer the questions that follow

Assess the learner’s responses

**STEP 3**

Guide the learners to identify other methods used in making payments for goods and services

**STEP 4**

Guide the learners to analyze methods of payment for goods and services

**STEP 5**

Guide the learners to read the information in the “Fact file” section, learner’s book page 121/122

Teacher to and elaborate about the methods of payment for goods and services

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Interview the business people in the local community.

Discuss with them the method of payment which they preferred and why

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **FINANCIAL RECORDS IN BUSINESS**

SUB STRAND:  **Methods used in making payment for goods and services**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. State the advantages and disadvantages of each method of payment for goods and services.
2. Match methods of payments for goods and services.
3. Appreciate the advantages each method of payment for goods and services

**KEY INQUIRY QUESTION (S)**

What are the methods used in making payments for goods and services?

**LEARNING RESOURCES**

MTP Business Studies Learner’s book page 120-122

Digital devices, Newspapers, Journals receipts, payment voucher

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

**INTRODUCTION**

Review the previous lesson

Ask learners to share their experiences when they are paying for an item at their local shops

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to search the internet for methods used in making payments for goods and services

Allow learners some time to discuss their findings

Learners to present their findings in class

**STEP 2**

Guide the learners to identify advantages and disadvantages of each method of payment for goods and services.

**STEP 3**

Guide the learners to discuss the advantages and disadvantages of each method of payment for goods and services.

Walk around to listen to the learners as they discuss.

Direct and redirect their discussions.

Encourage all the learners to participate in the discussion

* This will enhance critical thinking and problem solving skills

**STEP 4**

Guide the learners to read the information in the “Fact file” section, learner’s book page 121/122

Teacher to and elaborate about the methods of payment for goods and services

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to do an activity ofmatching methods of payments for goods and services.

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | BUSINESS STUDIES | 7 |  |  |  |

STRAND: **FINANCIAL RECORDS IN BUSINESS**

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**KEY INQUIRY QUESTION (S)**

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**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use digital devices to search the internet for methods used in making payments for goods and services

Allow learners some time to discuss their findings

Learners to present their findings in class

**STEP 2**

Guide the learners to identify advantages and disadvantages of each method of payment for goods and services.

**STEP 3**

Guide the learners to discuss the advantages and disadvantages of each method of payment for goods and services.

Walk around to listen to the learners as they discuss.

Direct and redirect their discussions.

Encourage all the learners to participate in the discussion

* This will enhance critical thinking and problem solving skills

**STEP 4**

Guide the learners to read the information in the “Fact file” section, learner’s book page 121/122

Teacher to and elaborate about the methods of payment for goods and services

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Let learners do the exercise in the learner’s book page 122

**REFLECTION ON THE LESSON:**

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