

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 8 BUSINESS STUDIES
TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 36 lesson plans.

Buy the full pack at cbcedukenya.com — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	8
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Business Studies Grade 8 Curriculum Design (KICD)
2. Approved Business Studies Grade 8 Learner's Book
3. Approved Teacher's Guide
4. MTP Business Studies Grade 8

CBC Edu Kenya · cbcedukenya.com

Aligned with KICD Curriculum Designs · Editable Word Document

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SECTION A: DETAILED LESSON PLANS

The following lesson plans provide a detailed guide for selected lessons across Term 2. All plans follow the rationalised CBC format aligned with the KICD curriculum design for GRADE 8 BUSINESS STUDIES.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **TRADE** | Sub-Strand: **Documents in Trade**

SCHOOL	_____
LEARNING AREA	Business Studies
GRADE	8
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	TRADE
SUB-STRAND	Documents in Trade
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify b) Use c) Apply
KEY INQUIRY QUESTION(S)	What documents?
CORE COMPETENCY	Communication; Critical Thinking; Self-Efficacy
VALUES	Respect, Responsibility, Patience
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Values Education
LEARNING RESOURCES	Templates

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 Documents in Trade by writing the key inquiry question on the board: "What documents?". 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. Display the resources for the lesson (Templates) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Examples. 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". 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 classify. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "What documents?" and answer it now using the example you just completed. Connect explicitly to the SLO: "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 Documents in Trade 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 Documents in Trade independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Apply".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Documents in Trade? (2) How would you answer "What documents?" 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 Documents in Trade 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: **TRADE** | Sub-Strand: **Quotation**

SCHOOL	_____
LEARNING AREA	Business Studies
GRADE	8
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	TRADE
SUB-STRAND	Quotation
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Define b) Prepare c) Apply
KEY INQUIRY QUESTION(S)	How quote?
CORE COMPETENCY	Communication; Critical Thinking; Self-Efficacy
VALUES	Respect, Responsibility, Patience
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Values Education
LEARNING RESOURCES	Templates

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 Quotation by writing the key inquiry question on the board: "How quote?". 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 define. Display the resources for the lesson (Templates) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Templates. 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: "Define". 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. explain the key idea of Quotation with one clear example. 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 quote?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Prepare". 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 Quotation 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 Quotation independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Apply".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Quotation? (2) How would you answer "How quote?" 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 Quotation in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

— END OF PREVIEW —

You have viewed 2 of 36 fully-detailed lesson plans. The complete pack covers every week of Term 2 (36 lessons) plus the full Scheme of Work.

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SECTION B: SCHEME OF WORK — GRADE 8 BUSINESS STUDIES TERM 2

School: _____ Teacher: _____ Year: 2026

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS
1	1	Trade	Documents in Trade	a) Identify b) Use c) Apply	What documents?	Examples; pair classify	Templates	Practical, peer
1	2	Trade	Quotation	a) Define b) Prepare c) Apply	How quote?	Templates	Templates	Written, peer
1	3	Trade	Order	a) Place b) Process c) Apply	How order?	Templates	Templates	Written, peer
2	1	Trade	Invoice	a) Define b) Issue c) Apply	How issue?	Templates	Templates	Written, peer
2	2	Trade	Receipt	a) Issue b) Use c) Apply	When issue?	Templates	Templates	Practical, peer
2	3	Trade	Delivery Note	a) Use b) Sign c) Apply	When use?	Examples; templates	Templates	Practical, peer
3	1	Money and Banking	Cheques	a) Define b) Write c) Apply	How write?	Demonstrate; pair	Templates	Practical, peer
3	2	Money and Banking	Bank Statement	a) Read b) Reconcile c) Apply	How read?	Worked examples	Sample statements	Written, peer
3	3	Money and Banking	Mobile Money	a) Use safely b) Reconcile c) Apply	How use safely?	Demonstrate	Phones	Practical, peer
4	1	Records	Cash Book	a) Record cash b) Balance c) Build technique	How balance?	Worked examples	Notebooks	Written, peer
4	2	Records	Petty Cash	a) Operate imprest b) Record c) Apply	How operate?	Demonstrate	Templates	Practical, peer
4	3	Records	Day Books	a) Sales b) Purchases c) Apply	How record sales?	Worked examples	Notebooks	Written, peer
5	1	Records	Trading Account	a) Prepare b) Calculate gross profit c) Apply	How calculate?	Worked examples	Templates	Written, peer
5	2	Records	Profit and Loss	a) Prepare b) Calculate net profit c) Apply	How net profit?	Worked examples	Templates	Written, peer
5	3	Records	Balance Sheet	a) Prepare b) Balance c) Apply	How balance?	Worked examples	Templates	Written, peer
6	1	Marketing	Product	a) Define b) Apply 4Ps c) Build understanding	What is product?	Discuss; case study	Pictures	Oral, peer
6	2	Marketing	Pricing Strategies	a) Identify b) Apply c) Build technique	How price?	Worked examples	Worksheets	Written, peer
6	3	Marketing	Place	a) Identify channels b) Apply c) Apply	How distribute?	Discuss	Charts	Oral, peer
7	1	Marketing	Promotion	a) Identify methods b) Plan c) Apply	How promote?	Plan campaign	Templates	Practical, peer

7	2	Marketing	Branding	a) Define b) Apply c) Build creativity	What is brand?	Design brand	Drawing	Practical, peer
7	3	Marketing	Customer Service	a) State principles b) Practise c) Apply	How treat customers?	Role play	Scenarios	Role play, peer
8	1	Entrepreneurship	Business Plan	a) Sections b) Draft c) Apply	How plan?	Templates	Templates	Written, peer
8	2	Entrepreneurship	Capital	a) Sources b) Estimate c) Apply	Where get money?	Discuss; case study	Cases	Oral, peer
8	3	Entrepreneurship	Risk Management	a) Identify b) Mitigate c) Apply	How handle risk?	Discuss	Cases	Oral, peer
9	1	Office Practice	Business Communication	a) Letters b) Memos c) Apply	How communicate?	Templates	Templates	Written, peer
9	2	Office Practice	Meetings	a) Conduct b) Take minutes c) Apply	How meet effectively?	Practical; templates	Templates	Practical, peer
9	3	Office Practice	Filing Systems	a) Apply systems b) File c) Build practice	How file?	Demonstrate	Files	Practical, peer
10	1	Government	Taxation	a) Types b) Calculate c) Apply	How tax works?	Worked examples	Worksheets	Written, peer
10	2	Government	Business Regulation	a) Identify b) Comply c) Apply	How comply?	Discuss	Articles	Oral, peer
10	3	Government	Consumer Protection	a) Identify b) Use c) Apply	Where get help?	Resource directory	Directory	Oral, peer
11	1	International Trade	Imports/Exports	a) Define b) Examples c) Apply	What we import?	Discuss; map	Maps	Oral, peer
11	2	International Trade	Trade Documents	a) Identify b) Use c) Apply	What documents needed?	Examples	Templates	Practical, peer
11	3	International Trade	Currency	a) Convert b) Apply c) Apply	How exchange rate works?	Worked examples	Worksheets	Written, peer
12	1	All Strands	Term 2 Revision	a) Recap b) Show progress c) Build readiness	What learn?	Pair quiz	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply b) Show skills c) Self-assess	How use this?	Practical tasks	Materials	Observation, oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate b) Reflect c) Build readiness	Am I ready?	Assessment	Assessment paper	Written, self-assessment

