REPUBLIC OF KENYA

MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 8 PRE-TECHNICAL STUDIES

TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

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

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

REFERENCE MATERIALS

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

CBC Edu Kenya · cbcedukenya.com

Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

SECTION A: DETAILED LESSON PLANS

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

LESSON PLAN — WEEK 1, LESSON 1

Strand: **COMMUNICATION** | Sub-Strand: **Orthographic Drawing**

SCHOOL	_____
LEARNING AREA	Pre-Technical Studies
GRADE	8
TERM	2
WEEK / LESSON	Week 1 | Lesson 1
STRAND	COMMUNICATION
SUB-STRAND	Orthographic Drawing
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Front view b) Top view c) Side view
KEY INQUIRY QUESTION(S)	How represent 3D?
CORE COMPETENCY	Communication; Self-Efficacy; Critical Thinking
VALUES	Accuracy, Clarity, Patience
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Career Awareness
LEARNING RESOURCES	Drawing set

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 Orthographic Drawing by writing the key inquiry question on the board: "How represent 3D?". 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 front view. Display the resources for the lesson (Drawing set) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Demonstrate. 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: "Front view". 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 sketch. 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 represent 3D?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Top view". 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 Orthographic Drawing 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 Orthographic Drawing 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: "Side view".
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 Orthographic Drawing? (2) How would you answer "How represent 3D?" 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 Orthographic Drawing 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: **COMMUNICATION** | Sub-Strand: **First Angle Projection**

SCHOOL	_____
LEARNING AREA	Pre-Technical Studies
GRADE	8
TERM	2
WEEK / LESSON	Week 1 | Lesson 2
STRAND	COMMUNICATION
SUB-STRAND	First Angle Projection
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) State convention b) Sketch c) Apply
KEY INQUIRY QUESTION(S)	What is first angle?
CORE COMPETENCY	Communication; Self-Efficacy; Critical Thinking
VALUES	Accuracy, Clarity, Patience
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Career Awareness
LEARNING RESOURCES	Drawing set

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 First Angle Projection by writing the key inquiry question on the board: "What is first angle?". 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 state convention. Display the resources for the lesson (Drawing set) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Demonstrate. 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: "State convention". 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 sketch. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "What is first angle?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Sketch". 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 First Angle Projection 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 First Angle Projection 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 First Angle Projection? (2) How would you answer "What is first angle?" 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 First Angle Projection 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 PRE-TECHNICAL STUDIES TERM 2

School: _____ Teacher: _____ Year: 2026

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS
1	1	Communication	Orthographic Drawing	a) Front view b) Top view c) Side view	How represent 3D?	Demonstrate; pair sketch	Drawing set	Practical, peer
1	2	Communication	First Angle Projection	a) State convention b) Sketch c) Apply	What is first angle?	Demonstrate; pair sketch	Drawing set	Practical, peer
1	3	Communication	Sectioning	a) Cut planes b) Hatching c) Apply	How show inside?	Demonstrate	Drawing set	Practical, peer
2	1	Communication	Dimensioning	a) Place dimensions b) Use rules c) Apply	How dimension?	Demonstrate	Drawing set	Practical, peer
2	2	Communication	Working Drawing	a) Combine views b) Dimension c) Apply	How produce drawing?	Combined task	Drawing set	Practical, peer
2	3	Communication	Reading Drawings	a) Interpret b) Visualise c) Apply	How read drawing?	Sample drawings	Drawings	Oral, written
3	1	Materials	Wood Joints Advanced	a) Mortise/tenon b) Dovetail c) Apply	When use which?	Demonstrate	Wood	Practical, peer
3	2	Materials	Wood Finishes	a) Apply varnish b) Apply paint c) Build quality	How finish well?	Demonstrate	Finishes	Practical, peer
3	3	Materials	Metal Joining	a) Riveting b) Brazing intro c) Apply	How join metal?	Demonstrate	Materials	Practical, peer
4	1	Production	Project Selection	a) Identify need b) Sketch c) Plan	What to make?	Brainstorm	Notebooks	Written, peer
4	2	Production	Project Drawing	a) Sketch b) Dimension c) Apply	How draw plan?	Drawing	Drawing set	Practical, peer
4	3	Production	Bill of Materials	a) List b) Estimate cost c) Apply	How cost project?	Calculate	Worksheets	Written, peer
5	1	Production	Marking Out	a) Use tools b) Mark precisely c) Build accuracy	How mark precisely?	Demonstrate	Tools	Practical, peer
5	2	Production	Cutting and Shaping	a) Cut to line b) Shape c) Build skill	How cut accurately?	Demonstrate	Tools	Practical, peer
5	3	Production	Joining	a) Choose method b) Apply c) Build quality	How join?	Demonstrate	Materials	Practical, peer
6	1	Production	Finishing	a) Sand b) Apply finish c) Build quality	How finish?	Demonstrate	Finishes	Practical, peer
6	2	Production	Inspection	a) Measure b) Compare to drawing c) Apply	Does it match?	Inspect; pair check	Rubric	Practical, peer
6	3	Production	Display and Defence	a) Display b) Explain c) Build confidence	How present?	Pair explain	Display	Performance, peer

7	1	Electricity	Circuits	a) Series b) Parallel c) Compare	How differ?	Build circuits	Components	Practical, peer
7	2	Electricity	Switches and Bulbs	a) Wire correctly b) Use safely c) Apply	How wire?	Demonstrate	Components	Practical, peer
7	3	Electricity	House Wiring Basics	a) Identify b) State safety c) Apply	How safely wire?	Demonstrate; pictures	Pictures	Oral, peer
8	1	Electronics	Components	a) Identify resistor/diode/LED b) Function c) Apply	What components?	Demonstrate	Components	Practical, peer
8	2	Electronics	Simple Circuit	a) Build LED circuit b) Test c) Apply	How LED works?	Build circuit	Components	Practical, peer
8	3	Electronics	Soldering Intro	a) State safety b) Demonstrate c) Apply	How solder safely?	Demonstrate	Iron	Practical, peer
9	1	Computer Aided Design	Intro	a) Define CAD b) Examples c) Apply	What is CAD?	Demonstrate; show	Computer	Practical, oral
9	2	Computer Aided Design	Simple Drawing	a) Draw lines b) Save c) Apply	How draw on computer?	Demonstrate	Computer	Practical, peer
9	3	Computer Aided Design	Printing	a) Print correctly b) Scale c) Apply	How print?	Demonstrate	Printer	Practical, peer
10	1	Entrepreneurship	Market Research	a) Identify customers b) Survey c) Apply	Who will buy?	Survey design	Templates	Written, peer
10	2	Entrepreneurship	Pricing	a) Calculate cost b) Set margin c) Apply	How price?	Worked examples	Worksheets	Written, peer
10	3	Entrepreneurship	Selling	a) Approach customer b) Persuade c) Apply	How sell?	Role play	Cases	Role play, peer
11	1	Career Awareness	Technical Careers	a) Identify b) Pathways c) Apply	What careers?	Discuss; speakers	Speakers	Oral, peer
11	2	Career Awareness	Skills Required	a) Identify b) Plan to develop c) Apply	What skills?	Reflection	Notebooks	Oral, peer
11	3	Career Awareness	Senior School Pathways	a) State pathways b) Reflect c) Apply	Which pathway?	Reflect; share	Brochures	Oral, 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) Practical tasks 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