

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 1 ENVIRONMENTAL ACTIVITIES

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	1
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Environmental Activities Grade 1 Curriculum Design (KICD)
2. Approved Environmental Activities Grade 1 Learner's Book
3. Approved Environmental Activities Grade 1 Teacher's Guide
4. MTP Environmental Activities Grade 1

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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 1 ENVIRONMENTAL ACTIVITIES.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **SOCIAL ENVIRONMENT** | Sub-Strand: **Our Family**

SCHOOL	_____
LEARNING AREA	Environmental Activities
GRADE	1
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	SOCIAL ENVIRONMENT
SUB-STRAND	Our Family
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify family members b) Describe roles c) Appreciate family
KEY INQUIRY QUESTION(S)	Who is in your family?
CORE COMPETENCY	Citizenship; Communication; Critical Thinking
VALUES	Respect, Responsibility, Cooperation, Patriotism
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Citizenship; Social Cohesion
LEARNING RESOURCES	Pictures, learner book

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 Our Family by writing the key inquiry question on the board: "Who is in your family?". 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 family members. Display the resources for the lesson (Pictures, learner book) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Family pictures. 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 family members". 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 share. 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 "Who is in your family?" and answer it now using the example you just completed. Connect

	explicitly to the SLO: "Describe roles". 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. Class discussion. 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 Our Family 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: "Appreciate family".
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 Our Family? (2) How would you answer "Who is in your family?" 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 Our Family 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: **SOCIAL ENVIRONMENT** | Sub-Strand: **Our Family**

SCHOOL	_____
LEARNING AREA	Environmental Activities
GRADE	1
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	SOCIAL ENVIRONMENT
SUB-STRAND	Our Family
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Talk about family activities b) Help at home c) Show responsibility
KEY INQUIRY QUESTION(S)	What does your family do together?
CORE COMPETENCY	Citizenship; Communication; Critical Thinking
VALUES	Respect, Responsibility, Cooperation, Patriotism
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Citizenship; Social Cohesion
LEARNING RESOURCES	Pictures, art materials

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 Our Family by writing the key inquiry question on the board: "What does your family do together?". 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 talk about family activities. Display the resources for the lesson (Pictures, art materials) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Talk. 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: "Talk about family activities". 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. Mime activities. 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 does your family do together?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Help at home". 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. Draw family scene. 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 Our Family 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: "Show responsibility".
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 Our Family? (2) How would you answer "What does your family do together?" 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 Our Family 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.

Buy the full pack — only KES 300

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SECTION B: SCHEME OF WORK — GRADE 1 ENVIRONMENTAL ACTIVITIES 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	Social Environment	Our Family	a) Identify family members b) Describe roles c) Appreciate family	Who is in your family?	Family pictures; pair share; class discussion	Pictures, learner book	Oral, observation
1	2	Social Environment	Our Family	a) Talk about family activities b) Help at home c) Show responsibility	What does your family do together?	Talk; mime activities; draw family scene	Pictures, art materials	Oral, peer
1	3	Social Environment	Our Family	a) Show love and respect b) Care for siblings c) Build family values	How do we show love?	Stories; role play; class chart of caring acts	Storybook, chart	Oral, peer
2	1	Social Environment	Our School	a) Name school workers b) State their roles c) Appreciate school community	Who works at our school?	Walk around; meet teacher, cook, watchman; pair share	School compound	Oral, observation
2	2	Social Environment	Our School	a) Identify school facilities b) Show care c) Build belonging	What places are at our school?	Tour facilities; sketch map; pair label	School map, paper	Observation, written
2	3	Social Environment	Our School	a) Follow school rules b) Practise good behaviour c) Build discipline	Why do we have rules?	Discuss rules; role play; create class rules chart	Chart paper, markers	Oral, peer
3	1	Social Environment	Our Home	a) Identify rooms in a home b) Describe their use c) Build home awareness	What rooms are in your home?	Pictures of rooms; match to use; pair share	Pictures, learner book	Oral, observation
3	2	Social Environment	Our Home	a) Identify home items b) Sort by use c) Build classification	What things do we have at home?	Sort picture cards (kitchen/bedroom); pair work	Picture cards	Written, peer
3	3	Social Environment	Our Home	a) Help at home b) Identify safe behaviour c) Build responsibility	How can you help at home?	List ways; share; create chart "I can help by..."	Chart, markers	Oral, peer
4	1	Natural Environment	Living and Non-Living	a) Identify living things b) Identify non-living c) Sort items	What is alive?	Walk outside; observe; sort cards living/non-living	Outdoor space, cards	Observation, oral
4	2	Natural Environment	Plants	a) Name common plants b) Describe parts (root, stem, leaves) c) Care for plants	What parts does a plant have?	Observe real plant; label parts; pair quiz	Real plant, picture	Oral, written
4	3	Natural Environment	Plants	a) Plant a seed b) Care for the seedling c) Develop responsibility	How do we grow plants?	Plant beans in cups; water daily; observe growth	Cups, soil, beans, water	Observation, peer
5	1	Natural Environment	Animals	a) Name common animals b) Identify domestic vs wild c) Sort animals	What animals do you know?	Show pictures; sort domestic/wild; sing animal song	Picture cards, song	Oral, observation

5	2	Natural Environment	Animals	a) Identify what animals eat b) Care for pets c) Show kindness	What do animals eat?	Match animal to food; pair share; class discussion	Picture cards	Oral, peer
5	3	Natural Environment	Animals	a) Describe animal homes b) Compare animal sounds c) Build awareness	Where do animals live?	Match animal to home; make sounds; pair quiz	Picture cards	Oral, observation
6	1	Natural Environment	Weather	a) Describe today's weather b) Identify sunny/rainy/cloudy/windy c) Build awareness	What is the weather today?	Observe outside; describe; record on chart	Weather chart, outdoor space	Observation, oral
6	2	Natural Environment	Weather	a) Dress for weather b) Match clothes to weather c) Build practical knowledge	How do we dress for the weather?	Sort clothing pictures; pair role play	Clothing pictures	Oral, peer
6	3	Natural Environment	Weather	a) Identify dangers in weather b) Stay safe c) Build safety awareness	How do we stay safe in heavy rain?	Discuss safety rules; role play; create chart	Chart, pictures	Oral, peer
7	1	Care for Environment	Cleanliness	a) Identify clean places b) Practise cleaning c) Build hygiene	How do we keep our class clean?	Class clean-up; sort waste; discuss	Brooms, bins	Observation, peer
7	2	Care for Environment	Cleanliness	a) Sort waste (paper/plastic) b) Use waste bins c) Build environmental care	Where does waste go?	Sort items into bins; pair check; chart	Waste samples, bins	Observation, written
7	3	Care for Environment	Cleanliness	a) Pick up litter b) Care for compound c) Show responsibility	Why do we pick up litter?	Walk and pick up litter; safe disposal; class poster	Bags, gloves, poster	Observation, peer
8	1	Care for Environment	Trees and Flowers	a) Name common trees and flowers b) Care for plants c) Build awareness	What plants are around our school?	Walk; identify; pair list	Outdoor space	Observation, oral
8	2	Care for Environment	Trees and Flowers	a) Plant a tree/flower b) Water and protect c) Develop care	How do we plant a tree?	Demonstrate; learners plant; water; label	Seedlings, water, tags	Observation, peer
8	3	Care for Environment	Trees and Flowers	a) Identify benefits of trees b) State why we conserve c) Build values	Why are trees important?	Discuss benefits; draw a tree; class chart	Drawing paper, markers	Oral, written
9	1	Care for Environment	Water	a) Identify water sources b) Use water carefully c) Build conservation	Where do we get water?	List sources; pictures; pair share	Pictures, learner book	Oral, observation
9	2	Care for Environment	Water	a) Identify ways to save water b) Practise saving c) Build habit	How can we save water?	List ways; demonstrate (turn off tap); pair pledge	Tap, container	Oral, peer
9	3	Care for Environment	Water	a) Identify clean vs dirty water b) State safety c) Build hygiene	How do we know water is clean?	Compare cups (clear/dirty); discuss safety	Two water cups	Oral, observation
10	1	Natural Environment	Day and Night	a) Describe day and night b) Identify daily routine c)	What do we do in the day and at	Sort activity cards; sing routine song	Picture cards, song	Oral, peer

		nt		Build time awareness	night?			
10	2	Natural Environment	Day and Night	a) Identify sun, moon, stars b) Compare day vs night sky c) Build sky awareness	What do we see in the sky?	Observe sky; draw day and night sky	Drawing paper	Observation, written
10	3	Natural Environment	Seasons	a) Name dry and rainy seasons b) Identify activities c) Connect to farming	What season is it now?	Discuss; pair share; chart	Calendar, chart	Oral, observation
11	1	Care for Environment	My Role	a) Identify what I can do b) Make a pledge c) Show ownership	What can I do for the environment?	List actions; class pledge; sign chart	Chart, pens	Oral, peer
11	2	Care for Environment	Class Project	a) Plan a small environment project b) Work in groups c) Build cooperation	What project can our class do?	Vote on project; assign roles; start	Project materials	Observation, peer
11	3	Care for Environment	Class Project	a) Carry out the project b) Reflect on impact c) Take pride	What did our project achieve?	Complete project; reflect; share	Project materials	Observation, peer
12	1	All Strands	Term 2 Revision	a) Recap Term 2 c) Show progress c) Build readiness	What did we learn?	Pair quiz; class game; share favourite topic	All Term 2 materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply learning b) Show practical skills c) Self-assess	How can we use what we learned?	Practical tasks; share	Various materials	Observation, oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate skills b) Reflect c) Build readiness	Am I ready for Term 3?	End-of-term assessment; reflection	Assessment paper	Written, self-assessment

