

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

# GRADE 1 HYGIENE AND NUTRITION 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](http://cbcedukenya.com) — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	1
TERM	Term 2
YEAR	2026

### REFERENCE MATERIALS

1. Hygiene and Nutrition Activities Grade 1 Curriculum Design (KICD)
2. Approved Hygiene and Nutrition Grade 1 Learner's Book
3. Approved Hygiene and Nutrition Grade 1 Teacher's Guide
4. MTP Hygiene and Nutrition 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 HYGIENE AND NUTRITION ACTIVITIES.

### LESSON PLAN — WEEK 1, LESSON 1

Strand: **PERSONAL HYGIENE** | Sub-Strand: **Bathing**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Hygiene And Nutrition Activities
<b>GRADE</b>	1
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 1
<b>STRAND</b>	PERSONAL HYGIENE
<b>SUB-STRAND</b>	Bathing
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) State why we bathe b) Identify bathing items c) Build daily habit
<b>KEY INQUIRY QUESTION(S)</b>	Why do we bathe?
<b>CORE COMPETENCY</b>	Self-Efficacy; Critical Thinking; Citizenship
<b>VALUES</b>	Cleanliness, Responsibility, Care
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Health Education; Life Skills; Hygiene
<b>LEARNING RESOURCES</b>	Soap, towel, picture cards

#### ORGANISATION OF LEARNING

<b>INTRODUCTION</b>	(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 Bathing by writing the key inquiry question on the board: "Why do we bathe?". 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 why we bathe. Display the resources for the lesson (Soap, towel, picture cards) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Discuss. 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 why we bathe". 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.
<b>STEP 2</b>	(8 min) Direct teach with a worked example. Show items. 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 "Why do we bathe?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "Identify bathing items". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
<b>STEP 3</b>	(8 min) Guided practice in pairs or small groups. Mime bathing. 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.
<b>STEP 4</b>	(7 min) Independent application and formative assessment. Pair share. 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: "Build daily habit".
<b>CONCLUSION</b>	(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 Bathing? (2) How would you answer "Why do we bathe?" 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.
<b>EXTENDED ACTIVITIES</b>	Set a short, concrete task for home: ask learners to find one example of Bathing 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.
<b>REFLECTION ON THE LESSON</b>	_____

## LESSON PLAN — WEEK 1, LESSON 2

Strand: **PERSONAL HYGIENE** | Sub-Strand: **Bathing**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Hygiene And Nutrition Activities
<b>GRADE</b>	1
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 2
<b>STRAND</b>	PERSONAL HYGIENE
<b>SUB-STRAND</b>	Bathing
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Demonstrate steps of bathing b) Bathe daily c) Build self-care
<b>KEY INQUIRY QUESTION(S)</b>	How do we bathe properly?
<b>CORE COMPETENCY</b>	Self-Efficacy; Critical Thinking; Citizenship
<b>VALUES</b>	Cleanliness, Responsibility, Care
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Health Education; Life Skills; Hygiene
<b>LEARNING RESOURCES</b>	Picture cards, chart

### ORGANISATION OF LEARNING

<b>INTRODUCTION</b>	(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 Bathing by writing the key inquiry question on the board: "How do we bathe properly?". 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 demonstrate steps of bathing. Display the resources for the lesson (Picture cards, chart) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Mime steps. 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: "Demonstrate steps of bathing". 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.
<b>STEP 2</b>	(8 min) Direct teach with a worked example. Pair role play. 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 do we bathe properly?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Bathe daily". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
<b>STEP 3</b>	(8 min) Guided practice in pairs or small groups. Class chart. 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.
<b>STEP 4</b>	(7 min) Independent application and formative assessment. apply Bathing 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: "Build self-care".
<b>CONCLUSION</b>	(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 Bathing? (2) How would you answer "How do we bathe properly?" 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.
<b>EXTENDED ACTIVITIES</b>	Set a short, concrete task for home: ask learners to find one example of Bathing 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.
<b>REFLECTION ON THE LESSON</b>	_____

— 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 1 HYGIENE AND NUTRITION 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	Personal Hygiene	Bathing	a) State why we bathe b) Identify bathing items c) Build daily habit	Why do we bathe?	Discuss; show items; mime bathing; pair share	Soap, towel, picture cards	Oral, observation
1	2	Personal Hygiene	Bathing	a) Demonstrate steps of bathing b) Bathe daily c) Build self-care	How do we bathe properly?	Mime steps; pair role play; class chart	Picture cards, chart	Role play, peer
1	3	Personal Hygiene	Hand Washing	a) State times to wash hands b) Demonstrate steps c) Build hygiene habit	When and how do we wash hands?	Demonstrate; pair practise; sing washing song	Soap, water, song	Observation, peer
2	1	Personal Hygiene	Hand Washing	a) Wash before eating b) Wash after toilet c) Build daily habit	Why must we wash hands before eating?	Discuss germs; role play; class poster	Soap, water, poster	Oral, peer
2	2	Personal Hygiene	Brushing Teeth	a) State why we brush b) Identify brushing items c) Build dental care	Why do we brush teeth?	Show toothbrush, paste; demonstrate; pair mime	Toothbrush, paste, picture	Oral, observation
2	3	Personal Hygiene	Brushing Teeth	a) Demonstrate brushing steps b) Brush morning and evening c) Build habit	How do we brush properly?	Demonstrate; pair practise; sing brushing song	Toothbrush, song, poster	Role play, peer
3	1	Personal Hygiene	Caring for Hair	a) State why we comb hair b) Demonstrate combing c) Build self-care	Why do we comb our hair?	Show comb; demonstrate; pair practise	Comb, mirror	Observation, peer
3	2	Personal Hygiene	Caring for Nails	a) State why we cut nails b) Show how to clean c) Build neatness	Why do we keep nails short?	Show clipper; discuss germs in nails; pair check	Clipper, picture cards	Oral, observation
3	3	Personal Hygiene	Wearing Clean Clothes	a) Identify clean vs dirty clothes b) Change daily c) Build habit	Why wear clean clothes?	Compare clothes; sort cards; discuss	Clothing pictures	Oral, peer
4	1	Nutrition	Foods We Eat	a) Name common Kenyan foods b) Group fruits, vegetables, grains c) Build food awareness	What foods do we eat?	List foods; sort cards; pair share favourite	Food pictures, real samples	Oral, observation
4	2	Nutrition	Healthy Foods	a) Identify healthy foods b) Compare to junk food c) Build nutrition awareness	What food makes us strong?	Sort healthy/unhealthy; discuss; pair pledge	Food pictures	Oral, peer
4	3	Nutrition	Eating Balanced Meals	a) Name food groups b) Plan a balanced plate c) Build meal awareness	What is a balanced plate?	Show plate model; pair plan meal; share	Plate model, food pictures	Oral, written
5	1	Nutrition	Eating Habits	a) Eat slowly and chew well b) Eat at table c)	How do we eat	Discuss; pair role play;	Picture	Role play, peer

				Build manners	properly?	class chart	cards, chart	
5	2	Nutrition	Drinking Water	a) State why we drink water b) Drink clean water c) Build hydration habit	Why do we drink water?	Discuss benefits; show clean water; pair share	Cup, water	Oral, observation
5	3	Nutrition	Avoiding Bad Foods	a) Identify too much sugar b) State health effects c) Build awareness	Why is too much sugar bad?	Discuss; sort foods; pair pledge	Food pictures	Oral, peer
6	1	Personal Hygiene	Cleaning Body Parts	a) Clean ears, nose, eyes safely b) Use clean materials c) Build self-care	How do we clean ears, nose, eyes?	Demonstrate; pair practise; safety reminders	Clean cloth, picture cards	Observation, peer
6	2	Personal Hygiene	Toilet Use	a) Use toilet properly b) Wash hands after c) Build hygiene	How do we use the toilet hygienically?	Discuss; demonstrate hand-washing; pair role play	Picture cards, soap, water	Role play, peer
6	3	Personal Hygiene	Avoiding Germs	a) Identify germs b) Cover sneezes/coughs c) Protect others	How do germs spread?	Show pictures; demonstrate elbow cough; pair practise	Pictures, demo	Oral, observation
7	1	Nutrition	Preparing Foods	a) Identify safe food preparation b) Wash hands c) Build practical hygiene	How do we prepare food safely?	Demonstrate; discuss; pair role play	Food, picture cards	Observation, peer
7	2	Nutrition	Storing Foods	a) Store foods safely b) Identify spoiled food c) Build food safety	How do we keep food safe?	Discuss storage; sort fresh/spoiled; pair share	Pictures, food samples	Oral, observation
7	3	Nutrition	Eating Local Foods	a) Identify local healthy foods b) Appreciate variety c) Build food pride	What local foods are healthy?	List local foods; share favourites; pair speak	Food pictures, real samples	Oral, peer
8	1	Personal Hygiene	My Hygiene Plan	a) Plan daily hygiene routine b) Follow plan c) Build self-discipline	What is my daily hygiene plan?	Create plan; share with partner; commit	Plan template, pencils	Written, peer
8	2	Personal Hygiene	Helping Family	a) Practise hygiene at home b) Help younger siblings c) Build responsibility	How do we help our family stay healthy?	Pair share; create chart; commit	Chart, markers	Oral, peer
8	3	Personal Hygiene	Hygiene at School	a) Keep school clean b) Wash hands at school c) Build community hygiene	How do we keep our school hygienic?	Class clean-up; pair work; reflect	Cleaning items	Observation, peer
9	1	Nutrition	Food and Growth	a) State that food helps us grow b) Eat to grow strong c) Build nutrition awareness	Why do we need food?	Discuss; pair share; class chart	Pictures, chart	Oral, peer
9	2	Nutrition	Food and Energy	a) State that food gives energy b) Eat before play/study c) Build energy awareness	Why eat before school?	Discuss; share breakfast experience; pair speak	Pictures, chart	Oral, peer
9	3	Nutrition	Food and	a) Connect food to health b) Avoid junk food c) Build	How does food	Discuss; sort healthy/unhealthy; pair	Pictures,	Oral, peer

			Health	healthy habits	affect health?	pledge	food cards	
10	1	Personal Hygiene	Reflection	a) Reflect on hygiene habits b) Identify improvements c) Build self-awareness	How can I improve my hygiene?	Reflection sheet; pair share; commit	Reflection sheet	Self-assessment, peer
10	2	Nutrition	Reflection	a) Reflect on eating habits b) Identify improvements c) Build self-awareness	How can I eat better?	Reflection sheet; share goal; commit	Reflection sheet	Self-assessment, peer
10	3	Personal Hygiene	Sharing Knowledge	a) Teach family hygiene b) Show leadership c) Build family wellness	How can I teach my family?	Plan teaching; pair role play; share	Picture cards	Role play, peer
11	1	Nutrition	Sharing Knowledge	a) Teach family healthy eating b) Show leadership c) Build family wellness	How can I help my family eat well?	Plan; pair role play; commit	Picture cards	Role play, peer
11	2	Hygiene & Nutrition	Class Project	a) Plan class hygiene project b) Work in groups c) Build cooperation	What project can we do?	Vote; assign roles; start	Project materials	Observation, peer
11	3	Hygiene & Nutrition	Class Project	a) Carry out project b) Reflect c) Take pride	What did our project achieve?	Complete; reflect; share	Project materials	Observation, peer
12	1	All Strands	Term 2 Revision	a) Recap Term 2 b) Show progress c) Build readiness	What did we learn?	Pair quiz; class game; share favourite	All Term 2 materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply learning b) Show practical skills c) Self-assess	How do I use what I 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?	End-of-term assessment; reflection	Assessment paper	Written, self-assessment

