

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 2 ENVIRONMENTAL ACTIVITIES

TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 34 lesson plans.

Buy the full pack at cbcedukenya.com — KES 300

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

REFERENCE MATERIALS

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

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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 2 ENVIRONMENTAL ACTIVITIES.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **SOCIAL ENVIRONMENT** | Sub-Strand: **Our Rights & Responsibilities**

SCHOOL	_____
LEARNING AREA	Environmental Activities
GRADE	2
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	SOCIAL ENVIRONMENT
SUB-STRAND	Our Rights & Responsibilities
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Use multimedia to explore responsibilities of children at home and in school b) Develop teamwork when role-playing responsibilities of children in school c) Enhance social equity when performing age-appropriate responsibilities
KEY INQUIRY QUESTION(S)	How can children be responsible at home and in school?
CORE COMPETENCY	Citizenship; Communication; Critical Thinking
VALUES	Respect, Responsibility, Cooperation, Patriotism
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Citizenship; Social Cohesion
LEARNING RESOURCES	Curriculum design, flash cards, pictures, digital devices

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 Rights & Responsibilities by writing the key inquiry question on the board: "How can children be responsible at home and in school?". 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 use multimedia to explore responsibilities of children at home and in school. Display the resources for the lesson (Curriculum design, flash cards, pictures, digital devices) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Think, pair and share on responsibilities. 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: "Use multimedia to explore responsibilities of children at home and in school". 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. Role play keeping peace, caring for one another. 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 can children be responsible at home and in school?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Develop teamwork when role-playing responsibilities of children in school". 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. Discuss age-appropriate tasks. 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 Rights & Responsibilities 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: "Enhance social equity when performing age-appropriate responsibilities".
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 Rights & Responsibilities? (2) How would you answer "How can children be responsible at home and in school?" 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 Rights & Responsibilities 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 Rights & Responsibilities**

SCHOOL	_____
LEARNING AREA	Environmental Activities
GRADE	2
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	SOCIAL ENVIRONMENT
SUB-STRAND	Our Rights & Responsibilities
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify child rights (right to education, play, healthcare, protection) b) Match child rights with responsibilities c) Appreciate the importance of child rights
KEY INQUIRY QUESTION(S)	What are your rights as a child?
CORE COMPETENCY	Citizenship; Communication; Critical Thinking
VALUES	Respect, Responsibility, Cooperation, Patriotism
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Citizenship; Social Cohesion
LEARNING RESOURCES	Pictures, books, resource person, audio clips

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 Rights & Responsibilities by writing the key inquiry question on the board: "What are your rights as a child?". 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 child rights (right to education, play, healthcare, protection). Display the resources for the lesson (Pictures, books, resource person, audio clips) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Listen to resource person. 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 child rights (right to education, play, healthcare, protection)". 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. Match rights to responsibilities. 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 are your rights as a child?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Match child rights with responsibilities". 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. Discuss consequences of ignoring rights. 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. Create a poster of child rights. 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 the importance of child rights".
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 Rights & Responsibilities? (2) How would you answer "What are your rights as a child?" 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 Rights & Responsibilities 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 34 fully-detailed lesson plans. The complete pack covers every week of Term 2 (34 lessons) plus the full Scheme of Work.

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SECTION B: SCHEME OF WORK — GRADE 2 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 Rights & Responsibilities	a) Use multimedia to explore responsibilities of children at home and in school b) Develop teamwork when role-playing responsibilities of children in school c) Enhance social equity when performing age-appropriate responsibilities	How can children be responsible at home and in school?	Think, pair and share on responsibilities; role play keeping peace, caring for one another; discuss age-appropriate tasks	Curriculum design, flash cards, pictures, digital devices	Observation, oral questions, peer assessment
1	2	Social Environment	Our Rights & Responsibilities	a) Identify child rights (right to education, play, healthcare, protection) b) Match child rights with responsibilities c) Appreciate the importance of child rights	What are your rights as a child?	Listen to resource person; match rights to responsibilities; discuss consequences of ignoring rights; create a poster of child rights	Pictures, books, resource person, audio clips	Oral questions, written test, observation
1	3	Social Environment	Our Rights & Responsibilities	a) Outline child rights and responsibilities in a home/school context b) Role play situations showing respect for child rights c) Appreciate the need to uphold child rights	Why are child rights important?	Share experiences on child rights; role play scenarios; draw and display a poster on child rights	Flash cards, newspapers, magazines, digital devices	Observation, self-assessment, oral questions
2	1	Social Environment	Our Market	a) Identify physical features on the way to the market b) Think, pair and share physical features on the way to the market c) Value the features of the market place	How can you locate your local market?	Observe pictures/video clips of a market route; identify rivers, bridges, buildings, worship places; discuss features found on the route	Curriculum design, newspapers, flash cards, digital devices	Observation, oral questions, aural questions
2	2	Social Environment	Our Market	a) Draw and colour physical features found on the way to the local market b) Model main physical features found on the way to the market c) Appreciate the physical features of a market place	How can you locate your local market?	Draw and colour physical features; model features using clay or local materials; display models in class	Flash cards, pictures, art materials, magazines	Written test, observation, peer assessment
2	3	Social Environment	Our Market	a) Watch video clips on activities that take place in the market b) Role play buying and selling activities in the market place c) Enhance honest and fair negotiations	What activities take place in the market?	Watch video clips; role play buyer and seller; discuss importance of honest trade; identify goods sold	Digital devices, pictures, resource person	Observation, oral questions, self-assessment

				when role playing				
3	1	Social Environment	Our Market	a) Identify goods and services offered at the local market b) Differentiate between goods and services c) Appreciate the role of the market in the community	What goods and services are found in our market?	Visit a local market (or use pictures); list goods and services; sort items into categories; discuss market importance	Resource person, pictures, flash cards	Observation, written questions, oral questions
3	2	Social Environment	Our Market	a) Identify the importance of markets to the community b) Create a simple market scene using available materials c) Advocate for honesty and fairness in market transactions	Why is the market important to our community?	Discuss importance of market; create a market scene using available materials; share creations with class	Art materials, local materials, pictures	Peer assessment, observation, oral questions
3	3	Social Environment	Our Market	a) Identify workers found in the market b) Name the roles of different workers in the market c) Appreciate the contribution of market workers to the community	Who are the people who work in the market?	Observe pictures of market workers; discuss their roles; draw and label market workers	Pictures, books, digital devices	Written test, oral questions, observation
4	1	Natural Environment	Weather	a) Describe weather conditions in the local environment b) Identify types of weather (sunny, rainy, cloudy, windy) c) Appreciate the importance of weather in daily life	What is the weather like today?	Observe weather outside; describe using senses; record daily weather on a chart; discuss how weather affects daily activities	Weather chart, digital devices, pictures	Observation, oral questions, written questions
4	2	Natural Environment	Weather	a) Record daily weather conditions over a week b) Read and interpret a simple weather chart c) Develop curiosity about weather patterns	How does weather change?	Keep a simple weather diary; record observations; share findings with class; compare week's weather	Weather chart, notebook, pencils, digital devices	Written test, observation, peer assessment
4	3	Natural Environment	Weather	a) Identify effects of sunny weather on people, animals and plants b) Explain how people prepare for sunny weather c) Appreciate sunny weather and its benefits	How does sunny weather affect living things?	Observe effects of sun on plants and animals; discuss how people dress during sunny weather; draw scenes showing sunny weather	Pictures, books, digital devices, local environment	Oral questions, written test, observation
5	1	Natural Environment	Weather	a) Identify effects of rainy weather on people, animals and plants b) Explain how people prepare for rainy weather c) Appreciate rainy weather and its benefits	How does rainy weather affect living things?	Observe effects of rain; discuss importance of rain for plants and animals; draw scenes of rainy weather; discuss how to dress in rain	Pictures, books, local environment, digital devices	Observation, oral questions, written test

5	2	Natural Environment	Weather	a) Identify effects of cloudy and windy weather b) Describe how people dress during cloudy/windy conditions c) Value appropriate dressing for different weather	How should we dress for different weather?	Sort clothing for different weather types; role play dressing appropriately; discuss impact of wind on daily activities	Pictures, sample clothing items, digital devices	Peer assessment, oral questions, observation
5	3	Natural Environment	Weather	a) Identify dangerous weather conditions (storms, lightning, floods) b) Discuss safety precautions during dangerous weather c) Appreciate the importance of staying safe during dangerous weather	How do we keep safe during dangerous weather?	Watch video/observe pictures of dangerous weather; discuss safety rules; role play safety measures at home and school	Video clips, pictures, digital devices	Oral questions, observation, written questions
6	1	Natural Environment	Weather	a) Create a weather chart showing different weather conditions b) Use symbols to represent different types of weather c) Enjoy learning about weather	How can we record weather using symbols?	Create a class weather chart; develop simple symbols for different weather; update chart daily for a week; display	Chart paper, art materials, markers	Observation, peer assessment, self-assessment
6	2	Natural Environment	Weather	a) Describe how weather affects farming activities b) Explain the relationship between seasons and planting c) Appreciate the importance of weather for agriculture	How does weather affect what farmers do?	Discuss planting seasons; observe pictures of farming in different weather; talk to a resource farmer; draw activities	Resource person, pictures, books, digital devices	Oral questions, observation, written questions
6	3	Natural Environment	Weather	a) Compare weather during different times of the day b) Identify morning, midday, and evening weather differences c) Develop observational skills in relation to weather	How does weather change during the day?	Observe and record weather at different times of day; compare observations; draw pictures of morning, midday, and evening	Observation charts, pencils, digital devices	Self-assessment, oral questions, observation
7	1	Care for the Environment	Keeping the Environment Clean	a) Identify ways of keeping the community clean b) Practise proper waste disposal methods c) Advocate for a clean and safe community environment	How can we keep our community clean?	Observe the school/local area; identify litter; discuss proper waste disposal (bins, recycling); participate in a clean-up activity	Local environment, waste bins, digital devices, pictures	Observation, oral questions, self-assessment
7	2	Care for the Environment	Keeping the Environment Clean	a) Sort waste into biodegradable and non-biodegradable materials b) Demonstrate safe disposal of different types of waste c) Appreciate the importance of waste sorting	How should we dispose of different types of waste?	Sort waste items into two groups; label the groups; discuss what happens to each type; create a waste sorting chart	Waste materials, bins, flash cards, digital devices	Observation, written test, peer assessment

7	3	Care for the Environment	Keeping the Environment Clean	a) Identify the effects of littering on the environment b) Suggest solutions to environmental pollution c) Advocate against littering in the community	What happens when we litter?	Watch video on effects of littering; discuss impact on soil, water and living things; create anti-litter posters	Video clips, pictures, art materials, books	Observation, peer assessment, oral questions
8	1	Care for the Environment	Keeping the Environment Clean	a) Identify sources of water pollution b) Explain the effects of water pollution on living things c) Appreciate clean water and its importance	How can we keep our water sources clean?	Observe pictures of clean and polluted water; discuss sources of pollution; suggest ways to keep water sources clean	Pictures, local environment, digital devices	Oral questions, written questions, observation
8	2	Care for the Environment	Keeping the Environment Clean	a) Identify sources of air pollution b) Explain effects of air pollution on health c) Advocate for clean air in the community	How does dirty air affect our health?	Discuss sources of smoke and dust; observe pictures; role play reporting pollution to authorities; draw clean air vs polluted air	Pictures, digital devices, flash cards	Observation, oral questions, self-assessment
8	3	Care for the Environment	Keeping the Environment Clean	a) Plant a tree or flower in the school compound b) Explain the importance of trees and plants in the environment c) Develop a culture of planting and caring for trees	Why should we plant trees?	Prepare soil; plant seedlings or seeds; water and label; discuss importance of trees for shade, oxygen and food	Seedlings/seedlings, soil, watering cans, tools	Observation, peer assessment, oral questions
9	1	Care for the Environment	Recycling and Reusing	a) Identify items that can be recycled or reused b) Create a simple object using waste materials c) Appreciate the importance of reducing waste through recycling	What can we do with old or used materials?	Collect clean waste materials; identify which can be reused; create a simple craft (e.g. flower pot, toy) from waste materials	Waste materials, art supplies, local environment	Observation, peer assessment, self-assessment
9	2	Care for the Environment	Recycling and Reusing	a) Demonstrate the 3Rs — Reduce, Reuse, Recycle b) Sort household waste for reuse or recycling c) Advocate for responsible consumption at home	How can we reduce, reuse, and recycle waste?	Discuss the 3Rs; sort household waste into categories; make a recycled paper bag or object; display items created	Waste materials, art supplies, digital devices	Oral questions, observation, peer assessment
9	3	Care for the Environment	Recycling and Reusing	a) Discuss the benefits of recycling to the environment and community b) Present a recycled craft to classmates and explain its purpose c) Develop pride in protecting the environment	Why is recycling good for the environment?	Present recycled items; explain choices made; vote on best environmentally-friendly item; discuss community benefits	Recycled items, art materials	Self-assessment, peer assessment, oral questions
10	1	Care for the Environment	Conservation of the Environment	a) Identify natural resources in the local environment b) Explain the importance of conserving natural resources c) Appreciate the need to protect	Why should we protect our natural resources?	Walk around the school or local area to observe natural resources (water, trees, soil, animals); list and discuss importance	Local environment, pictures, digital devices	Oral questions, observation, written questions

				natural resources				
10	2	Care for the Environment	Conservation of the Environment	a) Describe ways of conserving water at home and school b) Practise simple water conservation habits c) Advocate for responsible use of water	How can we save water?	Demonstrate turning off taps; collect rainwater for plants; discuss water-saving habits; draw water conservation posters	Pictures, art materials, local environment	Observation, peer assessment, written test
10	3	Care for the Environment	Conservation of the Environment	a) Identify threats to the environment (deforestation, poaching, overgrazing) b) Explain the effects of destroying the environment c) Advocate for environmental conservation	What happens when we destroy the environment?	Watch video on deforestation and pollution; discuss threats; make conservation pledges; create class conservation rules	Video clips, pictures, books, digital devices	Oral questions, observation, self-assessment
11	1	Care for the Environment	Conservation of the Environment	a) Identify endangered animals and plants in Kenya b) Explain the importance of protecting wildlife c) Appreciate Kenya's wildlife heritage	Why are some animals and plants in danger?	Observe pictures/video clips of endangered species; discuss reasons for endangerment; draw an endangered animal; discuss conservation	Video clips, pictures, books, digital devices	Written test, observation, oral questions
11	2	Care for the Environment	Conservation of the Environment	a) Discuss ways of protecting endangered animals and plants b) Role play conservation officers protecting wildlife c) Develop love and respect for all living things	How can we help protect endangered animals?	Role play conservation scenarios; discuss wildlife laws; create 'Save Our Wildlife' posters; display in class	Art materials, pictures, books	Peer assessment, oral questions, observation
11	3	Care for the Environment	Conservation of the Environment	a) Identify national parks and game reserves in Kenya b) Explain the role of national parks in conservation c) Appreciate national parks as Kenya's heritage	What are national parks and why are they important?	Observe a map of Kenya showing parks; identify major parks; discuss what happens there; draw a map showing one park	Map of Kenya, pictures, books, digital devices	Oral questions, written questions, observation
12	1	Care for the Environment	Conservation of the Environment	a) Discuss the role of every individual in conserving the environment b) Create a school environmental conservation plan c) Commit to being environmental stewards	What can I do to protect our environment?	Brainstorm individual actions; create a class environmental plan; assign roles; plant seedlings; make a pledge	Local environment, seedlings, art materials	Self-assessment, peer assessment, observation

