

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

# GRADE 2 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	2
TERM	Term 2
YEAR	2026

### REFERENCE MATERIALS

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

### LESSON PLAN — WEEK 1, LESSON 1

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

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Hygiene And Nutrition Activities
<b>GRADE</b>	2
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 1
<b>STRAND</b>	PERSONAL HYGIENE
<b>SUB-STRAND</b>	Bathing Routine
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) State why we bathe daily b) Demonstrate steps c) Build self-care
<b>KEY INQUIRY QUESTION(S)</b>	Why do we bathe daily?
<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 Routine by writing the key inquiry question on the board: "Why do we bathe daily?". 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 daily. 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 daily". 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. Mime steps. 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 daily?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "Demonstrate steps". 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. Pair share routine. 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 Routine 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 Routine? (2) How would you answer "Why do we bathe daily?" 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 Routine 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 Materials**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Hygiene And Nutrition Activities
<b>GRADE</b>	2
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 2
<b>STRAND</b>	PERSONAL HYGIENE
<b>SUB-STRAND</b>	Bathing Materials
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Identify bathing materials b) Use carefully c) Build practical hygiene
<b>KEY INQUIRY QUESTION(S)</b>	What do we use to 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>	Real items, 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 Materials by writing the key inquiry question on the board: "What do we use to 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 identify bathing materials. Display the resources for the lesson (Real items, picture cards) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Show items. 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 bathing materials". 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. Sort. 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 do we use to bathe?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Use carefully". 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. Pair quiz. 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 Materials 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 practical hygiene".
<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 Materials? (2) How would you answer "What do we use to 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 Materials 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.

**Buy the full pack — only KES 300**

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## SECTION B: SCHEME OF WORK — GRADE 2 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 Routine	a) State why we bathe daily b) Demonstrate steps c) Build self-care	Why do we bathe daily?	Discuss; mime steps; pair share routine	Soap, towel, picture cards	Oral, observation
1	2	Personal Hygiene	Bathing Materials	a) Identify bathing materials b) Use carefully c) Build practical hygiene	What do we use to bathe?	Show items; sort; pair quiz	Real items, picture cards	Oral, peer
1	3	Personal Hygiene	Hand-Washing Steps	a) Demonstrate 5 steps b) Use soap c) Build daily habit	How do we wash hands properly?	Demonstrate; pair practise; song	Soap, water, song	Observation, peer
2	1	Personal Hygiene	Hand-Washing Times	a) Identify when to wash b) Wash before meals/after toilet c) Build daily habit	When must we wash hands?	Discuss germs; role play; class poster	Soap, poster	Oral, peer
2	2	Personal Hygiene	Brushing Teeth	a) Demonstrate brushing b) Brush morning/evening c) Build dental care	How do we brush properly?	Demonstrate; pair practise; song	Toothbrush, paste, song	Role play, peer
2	3	Personal Hygiene	Caring for Hair	a) Comb hair daily b) Wash regularly c) Build self-care	How do we care for hair?	Show comb; demonstrate; pair share	Comb, mirror	Observation, peer
3	1	Personal Hygiene	Caring for Nails	a) Cut nails short b) Clean under nails c) Build neatness	Why keep nails clean?	Show clipper; discuss germs; pair check	Clipper, picture cards	Oral, observation
3	2	Personal Hygiene	Wearing Clean Clothes	a) Identify clean vs dirty b) Change daily c) Build hygiene	Why wear clean clothes?	Compare; sort; discuss	Clothing pictures	Oral, peer
3	3	Personal Hygiene	Personal Hygiene Routine	a) Plan daily routine b) Follow it c) Build self-discipline	What is my daily routine?	Create plan; pair share; commit	Plan template	Written, peer
4	1	Nutrition	Foods We Eat	a) Name common foods b) Group fruits/veg/grains c) Build food awareness	What foods do we eat?	List; sort cards; pair share favourite	Food pictures, real samples	Oral, observation
4	2	Nutrition	Food Groups	a) Name 3 food groups b) Match foods to groups c) Build classification	Why do foods belong to different groups?	Sort cards; class chart; pair quiz	Food cards, chart	Oral, written
4	3	Nutrition	Healthy vs Junk Foods	a) Identify healthy foods b) Avoid junk c) Build food choices	What food makes us strong?	Sort; discuss effects; pair pledge	Food pictures	Oral, peer
5	1	Nutrition	Balanced Plate	a) Plan a balanced plate b) Include all groups c) Build meal awareness	What is a balanced plate?	Show plate; pair plan meal; share	Plate model, food cards	Oral, written



5	2	Nutrition	Eating Habits	a) Eat slowly b) Chew well c) Build manners	How do we eat properly?	Discuss; pair role play; chart	Picture cards, chart	Role play, peer
5	3	Nutrition	Drinking Water	a) Drink clean water b) Drink enough c) Build hydration	Why is water important?	Discuss benefits; show clean water; pair share	Cup, water	Oral, observation
6	1	Personal Hygiene	Cleaning Body Parts Safely	a) Clean ears, nose, eyes b) Use clean materials c) Build self-care	How do we clean ears, nose, eyes safely?	Demonstrate; pair practise; safety reminders	Clean cloth, picture cards	Observation, peer
6	2	Personal Hygiene	Toilet Use	a) Use toilet hygienically b) Wash hands after c) Build hygiene	How do we use the toilet hygienically?	Discuss; demonstrate hand-washing; role play	Picture cards, soap	Role play, peer
6	3	Personal Hygiene	Avoiding Germs	a) Identify germs b) Cover sneezes c) Protect others	How do germs spread?	Show pictures; demonstrate elbow cough	Pictures, demo	Oral, observation
7	1	Nutrition	Preparing Foods	a) Identify safe food prep b) Wash hands c) Build practical hygiene	How do we prepare food safely?	Demonstrate; discuss; role play	Food, picture cards	Observation, peer
7	2	Nutrition	Storing Foods	a) Store foods safely b) Spot spoiled food c) Build food safety	How do we keep food safe?	Discuss storage; sort fresh/spoiled	Pictures, 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	Food pictures	Oral, peer
8	1	Personal Hygiene	My Hygiene Plan	a) Plan daily routine b) Follow plan c) Build self-discipline	What is my plan?	Create plan; share; 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 family?	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	How do we keep school hygienic?	Class clean-up; pair work; reflect	Cleaning items	Observation, peer
9	1	Nutrition	Food and Growth	a) State food helps growth 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 food gives energy b) Eat before play c) Build awareness	Why eat before school?	Discuss; share breakfast; pair speak	Pictures	Oral, peer
9	3	Nutrition	Food and Health	a) Connect food to health b) Avoid junk c) Build healthy habits	How does food affect health?	Discuss; sort; pair pledge	Pictures, food cards	Oral, peer
10	1	Personal Hygiene	Reflection	a) Reflect on hygiene b) Identify improvements c) Build self-awareness	How can I improve?	Reflection sheet; pair share; commit	Reflection sheet	Self-assessment

10	2	Nutrition	Reflection	a) Reflect on eating habits b) Identify improvements c) Build self-awareness	How can I eat better?	Reflection; share goal; commit	Reflection sheet	Self-assessment
10	3	Personal Hygiene	Sharing Knowledge	a) Teach family hygiene b) Show leadership c) Build family wellness	How can I teach family?	Plan teaching; pair role play	Picture cards	Role play, peer
11	1	Nutrition	Sharing Knowledge	a) Teach family healthy eating b) Show leadership c) Build wellness	How can I help family eat well?	Plan; pair role play; commit	Picture cards	Role play, peer
11	2	Hygiene & Nutrition	Class Project	a) Plan class 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	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply learning b) Show skills c) Self-assess	How do we use this?	Practical tasks; share	Materials	Observation, oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate skills b) Reflect c) Build readiness	Am I ready?	Assessment; reflection	Assessment paper	Written, self-assessment

