

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 3 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 — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	3
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

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

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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 3 HYGIENE AND NUTRITION ACTIVITIES.

LESSON PLAN — WEEK 1, LESSON 1

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

SCHOOL	_____
LEARNING AREA	Hygiene And Nutrition Activities
GRADE	3
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	PERSONAL HYGIENE
SUB-STRAND	Daily Routine
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Plan a daily hygiene routine b) Follow it c) Build self-discipline
KEY INQUIRY QUESTION(S)	What is my routine?
CORE COMPETENCY	Self-Efficacy; Critical Thinking; Citizenship
VALUES	Cleanliness, Responsibility, Care
PERTINENT & CONTEMPORARY ISSUES (PCI)	Health Education; Life Skills; Hygiene
LEARNING RESOURCES	Plan template

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 Daily Routine by writing the key inquiry question on the board: "What is my routine?". 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 plan a daily hygiene routine. Display the resources for the lesson (Plan template) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Create plan. 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: "Plan a daily hygiene routine". 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 "What is my routine?" and answer it now using the example you just completed. Connect

	explicitly to the SLO: "Follow it". 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. Commit. 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 Daily 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-discipline".
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 Daily Routine? (2) How would you answer "What is my routine?" 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 Daily 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.
REFLECTION ON THE LESSON	_____

LESSON PLAN — WEEK 1, LESSON 2

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

SCHOOL	_____
LEARNING AREA	Hygiene And Nutrition Activities
GRADE	3
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	PERSONAL HYGIENE
SUB-STRAND	Bathing
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Demonstrate proper bathing b) Use soap and water c) Build self-care
KEY INQUIRY QUESTION(S)	How do we bathe properly?
CORE COMPETENCY	Self-Efficacy; Critical Thinking; Citizenship
VALUES	Cleanliness, Responsibility, Care
PERTINENT & CONTEMPORARY ISSUES (PCI)	Health Education; Life Skills; Hygiene
LEARNING RESOURCES	Soap, towel, picture cards

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 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 proper bathing. Display the resources for the lesson (Soap, towel, picture cards) so learners know what to expect.
STEP 1	(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 proper 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.
STEP 2	(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: "Use soap and water". 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. 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.
STEP 4	(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".
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 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.
EXTENDED ACTIVITIES	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.
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 3 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	Daily Routine	a) Plan a daily hygiene routine b) Follow it c) Build self-discipline	What is my routine?	Create plan; pair share; commit	Plan template	Written, peer
1	2	Personal Hygiene	Bathing	a) Demonstrate proper bathing b) Use soap and water c) Build self-care	How do we bathe properly?	Mime steps; pair role play; chart	Soap, towel, picture cards	Oral, peer
1	3	Personal Hygiene	Hand Washing	a) Demonstrate 5 steps b) Wash at key times c) Build daily habit	When and how to wash hands?	Demonstrate; pair practise; song	Soap, water, song	Observation, peer
2	1	Personal Hygiene	Brushing Teeth	a) Brush morning and evening b) Demonstrate technique c) Build dental care	How do we brush properly?	Demonstrate; pair practise; song	Toothbrush, paste, song	Role play, peer
2	2	Personal Hygiene	Caring for Hair	a) Comb daily b) Wash regularly c) Build self-care	How do we care for hair?	Show comb; demonstrate; pair share	Comb, mirror	Observation, peer
2	3	Personal Hygiene	Caring for Nails	a) Cut short and clean b) Avoid biting c) Build neatness	Why keep nails clean?	Show clipper; discuss germs; pair check	Clipper, picture cards	Oral, observation
3	1	Personal Hygiene	Wearing Clean Clothes	a) Identify clean vs dirty b) Wash regularly c) Build hygiene	Why clean clothes?	Compare; sort; discuss	Clothing pictures	Oral, peer
3	2	Personal Hygiene	Toilet Use	a) Use toilet hygienically b) Wash hands after c) Build hygiene	How do we use toilet hygienically?	Discuss; demonstrate hand-washing; role play	Picture cards, soap	Role play, peer
3	3	Personal Hygiene	Avoiding Germs	a) Identify how germs spread b) Cover sneezes c) Protect others	How do germs spread?	Show pictures; demonstrate elbow cough	Pictures, demo	Oral, observation
4	1	Nutrition	Food Groups	a) Name 3 food groups b) Match foods c) Build classification	Why are food groups important?	Sort cards; class chart; pair quiz	Food cards, chart	Oral, written
4	2	Nutrition	Body Building Foods	a) Identify proteins b) Sources of protein c) Build awareness	What helps us grow strong?	Show meat, beans, eggs, fish, milk; pair sort	Food pictures	Oral, peer
4	3	Nutrition	Energy Foods	a) Identify carbohydrates b) Sources c) Build awareness	What gives us energy?	Show ugali, rice, bread, potatoes; pair share	Food pictures	Oral, peer
5	1	Nutrition	Protective Foods	a) Identify vitamins b) Sources c) Build awareness	What protects us from disease?	Show fruits, vegetables; pair share favourites	Food pictures, real samples	Oral, peer

5	2	Nutrition	Balanced Plate	a) Plan a balanced plate b) Include all groups c) Build meal awareness	What is a balanced plate?	Show plate model; pair plan; share	Plate model, cards	Oral, written
5	3	Nutrition	Drinking Water	a) Drink clean water b) State amount c) Build hydration	Why drink water?	Discuss benefits; show clean water; pair share	Cup, water	Oral, observation
6	1	Nutrition	Eating Habits	a) Eat slowly b) Chew well c) Build manners	How do we eat well?	Discuss; pair role play; chart	Picture cards, chart	Role play, peer
6	2	Nutrition	Avoiding Junk Food	a) Identify junk food b) State health effects c) Build choices	Why avoid junk food?	Sort healthy/junk; discuss effects; pledge	Food pictures	Oral, peer
6	3	Nutrition	Local Healthy Foods	a) Identify local healthy foods b) Appreciate variety c) Build food pride	What local foods are healthy?	List foods; share favourites; pair speak	Food pictures	Oral, peer
7	1	Personal Hygiene	Cleaning Body Parts Safely	a) Clean ears, nose, eyes b) Use clean materials c) Build self-care	How do we clean safely?	Demonstrate; pair practise; safety reminders	Clean cloth, picture cards	Observation, peer
7	2	Personal Hygiene	Cleanliness at Home	a) Help with cleaning b) Sort waste c) Build responsibility	How do we keep home clean?	Discuss; pair role play; commit	Picture cards	Oral, peer
7	3	Personal Hygiene	Cleanliness at School	a) Keep classroom clean b) Wash hands at school c) Build community hygiene	How do we keep school clean?	Class clean-up; pair work	Cleaning items	Observation, peer
8	1	Nutrition	Preparing Foods	a) Identify safe food prep b) Wash hands c) Build practical hygiene	How do we prepare safely?	Demonstrate; discuss; role play	Food, picture cards	Observation, peer
8	2	Nutrition	Storing Foods	a) Store safely b) Spot spoiled food c) Build food safety	How do we keep food safe?	Discuss storage; sort fresh/spoiled	Pictures, samples	Oral, observation
8	3	Nutrition	Disposing Food Waste	a) Dispose food waste safely b) Avoid attracting pests c) Build hygiene	Where does food waste go?	Discuss; pair plan; chart	Bins, picture cards	Oral, peer
9	1	Personal Hygiene	First Aid Basics	a) Identify common injuries b) State first aid c) Build practical skill	What do we do for small cuts?	Demonstrate cleaning cut; discuss	First aid kit, picture cards	Observation, oral
9	2	Personal Hygiene	First Aid Basics	a) Treat small burns b) State safety c) Build awareness	What do we do for a small burn?	Demonstrate cool water; discuss when to seek help	Picture cards	Oral, observation
9	3	Personal Hygiene	When to See a Doctor	a) Identify when to seek help b) Tell adult c) Build responsibility	When should we tell an adult?	Discuss; pair role play; commit	Picture cards	Role play, peer
10	1	Nutrition	Healthy Snacks	a) Plan healthy snacks b) Avoid junk c) Apply choices	What healthy snacks can I eat?	Brainstorm; pair plan; share	Picture cards	Oral, peer
10	2	Nutrition	Mealtime	a) Practise table manners b) Help with meals c)	How do we	Discuss; pair role play;	Picture cards	Role play, peer

			Manners	Build social skills	behave at meals?	chart		
10	3	Nutrition	Sharing Food	a) Share with siblings b) Help feed younger c) Build empathy	How do we share food?	Discuss; pair role play	Picture cards	Role play, peer
11	1	Hygiene & Nutrition	Class Project	a) Plan project (clean class, healthy snack day) b) Work in groups c) Build cooperation	What project can we do?	Vote; assign roles; start	Project materials	Observation, peer
11	2	Hygiene & Nutrition	Class Project	a) Carry out project b) Reflect c) Take pride	How is project going?	Continue; check progress	Project materials	Observation, peer
11	3	Hygiene & Nutrition	Sharing Knowledge	a) Teach family b) Show leadership c) Build family wellness	How can I teach family?	Plan teaching; pair role play	Picture cards	Role play, 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

