

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 7 HEALTH EDUCATION  
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](https://cbcedukenya.com) — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	7
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Health Education Grade 7 Curriculum Design (KICD)
2. Approved Health Education Grade 7 Learner's Book
3. Approved Teacher's Guide
4. MTP Health Education Grade 7

CBC Edu Kenya · [cbcedukenya.com](https://cbcedukenya.com)

Aligned with KICD Curriculum Designs · Editable Word Document

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## 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 7 HEALTH EDUCATION.

### LESSON PLAN — WEEK 1, LESSON 1

Strand: **PERSONAL HYGIENE** | Sub-Strand: **Body Care**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Health Education
<b>GRADE</b>	7
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 1
<b>STRAND</b>	PERSONAL HYGIENE
<b>SUB-STRAND</b>	Body Care
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Identify routines b) Practise c) Build habit
<b>KEY INQUIRY QUESTION(S)</b>	Why body care?
<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>	Charts

#### 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 Body Care by writing the key inquiry question on the board: "Why body care?". 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 routines. Display the resources for the lesson (Charts) 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: "Identify routines". 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 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 "Why body care?" and answer it now using the example you just completed. Connect

	explicitly to the SLO: "Practise". 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. practise Body Care together in pairs. 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 Body Care 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 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 Body Care? (2) How would you answer "Why body care?" 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 Body Care 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: **Oral Hygiene**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Health Education
<b>GRADE</b>	7
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 2
<b>STRAND</b>	PERSONAL HYGIENE
<b>SUB-STRAND</b>	Oral Hygiene
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Brush properly b) Identify problems c) Apply
<b>KEY INQUIRY QUESTION(S)</b>	How brush?
<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>	Toothbrush

### 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 Oral Hygiene by writing the key inquiry question on the board: "How brush?". 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 brush properly. Display the resources for the lesson (Toothbrush) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Demonstrate. 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: "Brush properly". 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 practise. 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 brush?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Identify problems". 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. practise Oral Hygiene together in pairs. 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 Oral Hygiene 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: "Apply".
<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 Oral Hygiene? (2) How would you answer "How brush?" 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 Oral Hygiene 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 7 HEALTH EDUCATION 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	Body Care	a) Identify routines b) Practise c) Build habit	Why body care?	Discuss; pair share	Charts	Oral, observation
1	2	Personal Hygiene	Oral Hygiene	a) Brush properly b) Identify problems c) Apply	How brush?	Demonstrate; pair practise	Toothbrush	Practical, peer
1	3	Personal Hygiene	Hand Washing	a) State steps b) Practise c) Build habit	Why wash hands?	Demonstrate; pair practise	Soap, water	Practical, peer
2	1	Adolescence	Physical Changes	a) Identify changes b) Accept c) Build self-acceptance	What is happening to me?	Discuss; respectful	Charts	Oral, observation
2	2	Adolescence	Emotional Changes	a) Identify b) Manage c) Build emotional intelligence	How feel?	Discuss	Charts	Oral, peer
2	3	Adolescence	Social Changes	a) Identify b) Build relationships c) Apply	How relate?	Discuss; pair share	Stories	Oral, peer
3	1	Reproductive Health	Menstruation	a) State biology b) Manage hygienically c) Build awareness	How manage period?	Resource person; respectful	Resource person	Oral, peer
3	2	Reproductive Health	Reproduction	a) State basics b) Build understanding c) Apply	How reproduction work?	Demonstrate; respectful	Diagrams	Oral, peer
3	3	Reproductive Health	Abstinence	a) State value b) Build resolve c) Apply	Why abstain?	Discuss; pledge	Pledge cards	Oral, peer
4	1	Communicable Diseases	Spread	a) State modes b) Apply prevention c) Build practice	How spread?	Discuss	Pictures	Oral, peer
4	2	Communicable Diseases	Common Diseases	a) Identify b) State symptoms c) Apply	What are symptoms?	Discuss	Charts	Oral, written
4	3	Communicable Diseases	Prevention	a) State methods b) Practise c) Build habits	How prevent?	Discuss; pair practise	Charts	Oral, peer
5	1	HIV/AIDS	Basics	a) State facts b) Dispel myths c) Build awareness	What is HIV?	Resource person	Resource person	Oral, peer
5	2	HIV/AIDS	Prevention	a) State ways b) Build resolve c) Apply	How prevent?	Discuss; pair share	Charts	Oral, peer
5	3	HIV/AIDS	Care and Compassion	a) Show empathy b) Avoid stigma c) Build values	How treat affected?	Stories	Stories	Oral, peer
6	1	Drug Abuse	Common Drugs	a) Identify b) State dangers c) Build	Why avoid?	Discuss	Charts	Oral, peer

				resistance				
6	2	Drug Abuse	Refusal Skills	a) Practise saying no b) Build assertiveness c) Apply	How say no?	Role play	Scenarios	Role play, peer
6	3	Drug Abuse	Help Sources	a) Identify b) Use c) Build resourcefulness	Where get help?	Resource directory	Directory	Oral, written
7	1	Mental Health	Stress	a) Identify b) Manage c) Build wellness	How manage stress?	Discuss; pair share	Charts	Oral, peer
7	2	Mental Health	Depression Awareness	a) Identify signs b) Seek help c) Build empathy	When to seek help?	Resource person	Resource person	Oral, peer
7	3	Mental Health	Healthy Relationships	a) Identify features b) Build c) Apply	What is healthy?	Discuss	Stories	Oral, peer
8	1	Nutrition	Balanced Diet	a) State groups b) Plan meal c) Build habit	What is balanced?	Plan menu	Charts	Oral, peer
8	2	Nutrition	Hydration	a) State importance b) Apply c) Build habit	How much water?	Discuss	Charts	Oral, peer
8	3	Nutrition	Eating Disorders	a) Identify b) Seek help c) Build awareness	When to worry?	Discuss	Articles	Oral, peer
9	1	First Aid	Cuts	a) Stop bleeding b) Bandage c) Build skill	How handle cut?	Demonstrate; pair practise	First aid kit	Practical, peer
9	2	First Aid	Burns	a) Cool burn b) Cover c) Apply	How handle burn?	Demonstrate	First aid kit	Practical, peer
9	3	First Aid	Choking	a) Recognise b) Help safely c) Apply	How help choking?	Demonstrate	Manikin	Practical, peer
10	1	Sexual Abuse	Recognising	a) Identify signs b) Report c) Build safety	Who can I tell?	Discuss; safe space	Resource directory	Oral, peer
10	2	Sexual Abuse	Prevention	a) State assertiveness b) Avoid risks c) Apply	How protect self?	Role play	Scenarios	Role play, peer
10	3	Sexual Abuse	Help Sources	a) Identify b) Use c) Build resourcefulness	Where get help?	Resource directory	Directory	Oral, written
11	1	Lifestyle Diseases	Causes	a) State causes b) Identify risks c) Build awareness	Why these increase?	Discuss	Articles	Oral, peer
11	2	Lifestyle Diseases	Prevention	a) Eat well b) Exercise c) Apply	How prevent?	Plan; pair commit	Charts	Oral, peer
11	3	Lifestyle Diseases	Healthy Living	a) Plan habits b) Apply c) Build wellness	What habits?	Plan; pair share	Notebooks	Oral, peer
12	1	All Strands	Term 2 Revision	a) Recap b) Show progress c) Build readiness	What did we learn?	Pair quiz	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply b) Share habits c) Build wellness	How am I living?	Share	Pictures	Oral, peer

12	3	All Strands	Term 2 Assessment	a) Demonstrate b) Reflect c) Build readiness	Am I ready?	Assessment	Assessment paper	Written, self-assessment
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