

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 8 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	8
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Health Education Grade 8 Curriculum Design (KICD)
2. Approved Health Education Grade 8 Learner's Book
3. Approved Teacher's Guide
4. MTP Health Education Grade 8

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 8 HEALTH EDUCATION.

### LESSON PLAN — WEEK 1, LESSON 1

Strand: **PERSONAL HEALTH** | Sub-Strand: **Sleep and Rest**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Health Education
<b>GRADE</b>	8
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 1
<b>STRAND</b>	PERSONAL HEALTH
<b>SUB-STRAND</b>	Sleep and Rest
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) State importance b) Plan c) Build habit
<b>KEY INQUIRY QUESTION(S)</b>	Why sleep matters?
<b>CORE COMPETENCY</b>	Self-Efficacy; Critical Thinking; Citizenship
<b>VALUES</b>	Responsibility, Care, Self-discipline
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Health Education; Life Skills; HIV/AIDS Awareness
<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 Sleep and Rest by writing the key inquiry question on the board: "Why sleep matters?". 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 importance. 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: "State importance". 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. Plan. 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 sleep matters?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Plan". 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 Sleep and Rest 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 Sleep and Rest 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 Sleep and Rest? (2) How would you answer "Why sleep matters?" 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 Sleep and Rest 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 HEALTH** | Sub-Strand: **Physical Activity**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Health Education
<b>GRADE</b>	8
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 2
<b>STRAND</b>	PERSONAL HEALTH
<b>SUB-STRAND</b>	Physical Activity
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) State benefits b) Plan c) Apply
<b>KEY INQUIRY QUESTION(S)</b>	Why exercise?
<b>CORE COMPETENCY</b>	Self-Efficacy; Critical Thinking; Citizenship
<b>VALUES</b>	Responsibility, Care, Self-discipline
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Health Education; Life Skills; HIV/AIDS Awareness
<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 Physical Activity by writing the key inquiry question on the board: "Why exercise?". 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 benefits. 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: "State benefits". 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 plan. 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 exercise?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Plan". 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 Physical Activity 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 Physical Activity 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 Physical Activity? (2) How would you answer "Why exercise?" 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 Physical Activity 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 8 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 Health	Sleep and Rest	a) State importance b) Plan c) Build habit	Why sleep matters?	Discuss; plan	Charts	Oral, peer
1	2	Personal Health	Physical Activity	a) State benefits b) Plan c) Apply	Why exercise?	Discuss; pair plan	Charts	Oral, peer
1	3	Personal Health	Hygiene	a) Practise b) Maintain c) Build habit	How keep clean?	Demonstrate	Charts	Practical, peer
2	1	Adolescence	Identity	a) Build self b) Accept self c) Apply	Who am I?	Reflect; share	Notebooks	Oral, peer
2	2	Adolescence	Peer Pressure	a) Recognise b) Resist c) Build assertiveness	How resist?	Role play	Scenarios	Role play, peer
2	3	Adolescence	Healthy Relationships	a) Identify features b) Build c) Apply	What is healthy?	Discuss	Stories	Oral, peer
3	1	Reproductive Health	Reproductive System	a) Identify parts b) Function c) Build awareness	How body works?	Diagrams; respectful	Diagrams	Oral, peer
3	2	Reproductive Health	Menstrual Health	a) Manage hygienically b) Track c) Apply	How manage?	Resource person	Resource person	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	Common Diseases	a) Identify b) Symptoms c) Apply	What symptoms?	Discuss	Charts	Oral, written
4	2	Communicable Diseases	Prevention	a) State methods b) Practise c) Apply	How prevent?	Discuss; demonstrate	Charts	Oral, peer
4	3	Communicable Diseases	Treatment	a) Identify b) Seek help c) Apply	When seek help?	Discuss	Articles	Oral, peer
5	1	HIV/AIDS	Mode of Transmission	a) State b) Dispel myths c) Apply	How HIV spread?	Resource person	Resource person	Oral, peer
5	2	HIV/AIDS	Living with HIV	a) Empathy b) No stigma c) Apply	How treat affected?	Stories	Stories	Oral, peer
5	3	HIV/AIDS	Voluntary Counselling	a) Define b) Importance c) Apply	Why VCT?	Resource person	Resource person	Oral, peer
6	1	Drug Abuse	Drugs and Effects	a) Identify b) State effects c) Apply	Why avoid?	Discuss; case study	Articles	Oral, peer
6	2	Drug	Refusal Skills	a) Practise b) Build	How say no?	Role play	Scenarios	Role play, peer

		Abuse		assertiveness c) Apply				
6	3	Drug Abuse	Help Sources	a) Identify b) Use c) Apply	Where get help?	Resource directory	Directory	Oral, peer
7	1	Mental Health	Stress Management	a) Identify b) Manage c) Apply	How manage stress?	Discuss; practise	Charts	Oral, peer
7	2	Mental Health	Depression and Anxiety	a) Recognise b) Seek help c) Apply	When seek help?	Resource person	Resource person	Oral, peer
7	3	Mental Health	Self-Care	a) Plan b) Apply c) Build wellness	How care for self?	Plan; pair share	Notebooks	Oral, peer
8	1	Nutrition	Special Diets	a) Identify b) Plan c) Apply	When special diet?	Discuss	Charts	Oral, peer
8	2	Nutrition	Hydration	a) State needs b) Apply c) Build habit	How much water?	Discuss	Charts	Oral, peer
8	3	Nutrition	Food Safety	a) Identify hazards b) Prevent c) Apply	How food safe?	Discuss; demonstrate	Charts	Oral, peer
9	1	First Aid	Bleeding	a) Apply pressure b) Bandage c) Apply	How stop bleeding?	Demonstrate	First aid kit	Practical, peer
9	2	First Aid	Fractures	a) Recognise b) Immobilise c) Apply	How handle?	Demonstrate	Splints	Practical, peer
9	3	First Aid	CPR Basics	a) Recognise b) Apply c) Build skill	When use CPR?	Demonstrate	Manikin	Practical, peer
10	1	Sexual Abuse	Recognising Abuse	a) Identify signs b) Report c) Apply	Who can I tell?	Safe space discussion	Resource directory	Oral, peer
10	2	Sexual Abuse	Boundaries	a) Define b) Assert c) Apply	How say no?	Role play	Scenarios	Role play, peer
10	3	Sexual Abuse	Help Sources	a) Identify b) Contact c) Apply	Where get help?	Directory	Directory	Oral, peer
11	1	Lifestyle Diseases	Causes	a) Identify b) Risks c) Apply	Why these increase?	Discuss	Articles	Oral, peer
11	2	Lifestyle Diseases	Prevention	a) Diet 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 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

