

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 9 HEALTH EDUCATION  
TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 47 lesson plans.

Buy the full pack at [cbcedukenya.com](https://cbcedukenya.com) — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	9
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Health Education Grade 9 Curriculum Design (KICD)
2. Approved Health Education Grade 9 Learner's Book
3. Approved Teacher's Guide
4. KNEC KJSEA Health Framework 2026

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 9 HEALTH EDUCATION.

### LESSON PLAN — WEEK 1, LESSON 1

Strand: **PERSONAL HEALTH** | Sub-Strand: **Healthy Lifestyle**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Health Education
<b>GRADE</b>	9
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 1
<b>STRAND</b>	PERSONAL HEALTH
<b>SUB-STRAND</b>	Healthy Lifestyle
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Define healthy lifestyle b) Identify components c) Apply
<b>KEY INQUIRY QUESTION(S)</b>	What is a healthy lifestyle?
<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, learner book

#### 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 Healthy Lifestyle by writing the key inquiry question on the board: "What is a healthy lifestyle?". 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 define healthy lifestyle. Display the resources for the lesson (Charts, learner book) 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: "Define healthy lifestyle". 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 audit own. 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 a healthy lifestyle?" and answer it now using the example you just

	completed. Connect explicitly to the SLO: "Identify components". 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. 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.
<b>STEP 4</b>	(7 min) Independent application and formative assessment. apply Healthy Lifestyle 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 Healthy Lifestyle? (2) How would you answer "What is a healthy lifestyle?" 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 Healthy Lifestyle 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: **Diet and Nutrition**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Health Education
<b>GRADE</b>	9
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 2
<b>STRAND</b>	PERSONAL HEALTH
<b>SUB-STRAND</b>	Diet and Nutrition
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Identify balanced diet b) Plan meals c) Build awareness
<b>KEY INQUIRY QUESTION(S)</b>	What is a balanced diet?
<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>	Food cards, plate model

### 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 Diet and Nutrition by writing the key inquiry question on the board: "What is a balanced diet?". 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 balanced diet. Display the resources for the lesson (Food cards, plate model) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Plan plate. 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 balanced diet". 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 "What is a balanced diet?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Plan meals". 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 Diet and Nutrition 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 Diet and Nutrition 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 awareness".
<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 Diet and Nutrition? (2) How would you answer "What is a balanced diet?" 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 Diet and Nutrition 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 47 fully-detailed lesson plans. The complete pack covers every week of Term 2 (47 lessons) plus the full Scheme of Work.

**Buy the full pack — only KES 300**

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## SECTION B: SCHEME OF WORK — GRADE 9 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	Healthy Lifestyle	a) Define healthy lifestyle b) Identify components c) Apply	What is a healthy lifestyle?	Discuss; pair audit own; commit	Charts, learner book	Oral, peer
1	2	Personal Health	Diet and Nutrition	a) Identify balanced diet b) Plan meals c) Build awareness	What is a balanced diet?	Plan plate; pair share	Food cards, plate model	Written, oral
1	3	Personal Health	Physical Activity	a) State benefits of exercise b) Plan weekly activity c) Build habits	Why exercise daily?	Discuss; pair plan; commit	Charts	Oral, peer
1	4	Personal Health	Sleep and Rest	a) State sleep needs b) Identify good sleep habits c) Build habits	How much sleep do teens need?	Discuss; pair pledge	Charts	Oral, peer
2	1	Mental Health	Stress	a) Identify stress signs b) Manage stress c) Build coping	What causes teen stress?	Discuss; pair share strategies	Charts	Oral, peer
2	2	Mental Health	Anxiety and Depression	a) Identify symptoms b) State help-seeking c) Build awareness	When should we seek help?	Discuss; resource person; pair share	Resource person	Oral, peer
2	3	Mental Health	Self-Esteem	a) Build self-worth b) Avoid negative self-talk c) Build confidence	How do we build self-worth?	Affirmations; pair share; chart	Charts	Oral, peer
2	4	Mental Health	Healthy Relationships	a) Identify healthy relationships b) Set boundaries c) Build social health	What makes a friendship healthy?	Discuss; pair role play	Stories, charts	Role play, peer
3	1	Reproductive Health	Adolescence	a) Describe physical changes b) State emotional changes c) Cope healthily	What changes happen?	Resource person; respectful discussion	Resource person, charts	Oral, peer
3	2	Reproductive Health	Hygiene	a) State personal hygiene b) Identify menstrual hygiene c) Build practical care	How do we stay hygienic?	Discuss; resource person	Charts, samples	Oral, peer
3	3	Reproductive Health	Avoiding Early Pregnancy	a) State health risks b) Build assertiveness c) Apply	Why avoid early pregnancy?	Discuss; resource person; pair pledge	Resource person, charts	Oral, peer
3	4	Reproductive Health	HIV/AIDS	a) State transmission b) State prevention c) Reduce stigma	How do we protect ourselves?	Discuss; resource person; pair share	Resource person, charts	Oral, peer
4	1	Communicable Diseases	Malaria	a) State causes b) State prevention c) Apply	How do we prevent malaria?	Discuss; show net; pair plan	Mosquito net, charts	Oral, peer

4	2	Communicable Diseases	Cholera and Typhoid	a) State causes b) State prevention c) Apply	How do we prevent water-borne diseases?	Discuss water hygiene; pair commit	Charts	Oral, peer
4	3	Communicable Diseases	TB and Pneumonia	a) State causes b) State prevention c) Build awareness	How do we prevent respiratory disease?	Discuss; resource person	Charts	Oral, peer
4	4	Communicable Diseases	Pandemic Preparedness	a) Recall COVID lessons b) Build readiness c) Apply	What did COVID teach us?	Discuss; pair plan	Articles	Oral, peer
5	1	Non-Communicable Diseases	Diabetes	a) State causes b) State prevention c) Apply	Why is diabetes rising?	Discuss; pair share	Charts	Oral, peer
5	2	Non-Communicable Diseases	Hypertension	a) State causes b) State prevention c) Apply	Why is hypertension dangerous?	Discuss; pair share	Charts	Oral, peer
5	3	Non-Communicable Diseases	Cancer Awareness	a) State common cancers b) State early detection c) Build awareness	How does early detection help?	Discuss; resource person	Charts, articles	Oral, peer
5	4	Non-Communicable Diseases	Lifestyle Diseases	a) Connect lifestyle to disease b) Plan healthy choices c) Apply	How does lifestyle affect health?	Audit; pair plan; commit	Charts	Oral, peer
6	1	Substance Abuse	Tobacco	a) State health effects b) Avoid c) Build resistance	Why avoid tobacco?	Discuss; pair pledge	Charts	Oral, peer
6	2	Substance Abuse	Alcohol	a) State effects on teens b) Avoid c) Build resistance	Why avoid alcohol as teens?	Discuss; resource person; pledge	Resource person	Oral, peer
6	3	Substance Abuse	Drugs of Abuse	a) Identify common drugs b) State effects c) Build resistance	What drugs are common in our area?	Discuss respectfully; resource person	Resource person	Oral, peer
6	4	Substance Abuse	Saying No	a) Practise refusal skills b) Plan responses c) Build assertiveness	How do we say no to peer pressure?	Pair role play; class share	Scenarios	Role play, peer
7	1	First Aid	Common Injuries	a) Identify injuries b) State first aid c) Build practical skill	What do we do for cuts, burns, sprains?	Demonstrate; pair role play	First aid kit	Practical, peer
7	2	First Aid	Choking	a) State first aid for choking b) Demonstrate Heimlich c) Build practical skill	How do we help someone choking?	Demonstrate; pair practise	Demo dummy if available	Practical, peer
7	3	First Aid	Drowning	a) State first aid b) Identify rescue c) Build awareness	How do we help drowning person safely?	Discuss; pair role play	Charts	Oral, peer

7	4	First Aid	Poisoning	a) Identify common poisons b) State first aid c) Build awareness	What do we do for poisoning?	Discuss; resource person	Charts	Oral, peer
8	1	Community Health	Sanitation	a) Identify sanitation needs b) Practise daily c) Build community health	How do we keep our community sanitary?	Plan clean-up; pair commit	Charts	Oral, peer
8	2	Community Health	Vaccination	a) Identify common vaccines b) State importance c) Build awareness	Why are vaccines important?	Resource person; pair share	Resource person	Oral, peer
8	3	Community Health	Health Services	a) Identify levels of healthcare b) Use NHIF/SHA c) Build awareness	How do we access healthcare in Kenya?	Discuss; pair share	Charts	Oral, peer
8	4	Community Health	Health Promotion	a) Plan promotion campaign b) Reach community c) Apply	How can we promote health?	Plan; pair role; share	Materials	Performance, peer
9	1	Safety	Road Safety	a) Identify road safety rules b) Practise daily c) Build habit	How do we stay safe on roads?	Discuss; pair role play	Charts	Role play, peer
9	2	Safety	Fire Safety	a) State fire prevention b) Use extinguisher (theory) c) Build awareness	How do we prevent fires?	Discuss; demonstrate; pair commit	Charts	Oral, peer
9	3	Safety	Water Safety	a) Identify water hazards b) State safety c) Build practical care	How do we stay safe near water?	Discuss; pair share	Charts	Oral, peer
9	4	Safety	Personal Safety Online	a) Identify online dangers b) Set safe practices c) Build digital health	How do we stay safe online?	Discuss; pair pledge	Charts	Oral, peer
10	1	KJSEA Revision	Personal Health Practice	a) Recap b) Past papers c) Build readiness	Am I ready?	Past papers; pair mark	Past papers	Written, peer
10	2	KJSEA Revision	Disease Practice	a) Recap diseases b) Past papers c) Build readiness	Am I ready?	Past papers; pair mark	Past papers	Written, peer
10	3	KJSEA Revision	Substance & First Aid Practice	a) Recap b) Past papers c) Build readiness	Am I ready?	Past papers; pair mark	Past papers	Written, peer
10	4	KJSEA Revision	Mock Paper 1	a) Sit timed mock b) Manage time c) Build stamina	Can I complete in time?	Sit mock	Mock paper	Written, self-assess
11	1	KJSEA Revision	Mock Paper 2	a) Sit second mock b) Improve c) Build confidence	Did I improve?	Second mock	Mock paper	Written, self-assess
11	2	KJSEA Revision	Practical Skills	a) Demonstrate first aid b) Connect to questions c) Build applied	Can I apply practically?	Demonstrate	First aid kit	Practical, peer

11	3	KJSEA Revision	Group Revision	a) Recall b) Games c) Build morale	Can revision be fun?	Quiz games; pair race	Quiz cards	Oral, peer
11	4	KJSEA Revision	Reflection	a) Identify strengths/weaknesses b) Plan c) Build self-awareness	What needs more work?	Reflection; share	Reflection sheet	Self-assess, peer
12	1	KJSEA Revision	Portfolio Review	a) Compile portfolio b) Reflect c) Build readiness	How have I grown?	Portfolio review	Portfolio	Self-assess, oral
12	2	KJSEA Revision	Career Awareness	a) Identify health careers b) Discuss requirements c) Build vision	What health careers exist?	Discuss; pair share	Career charts	Oral, peer
12	3	KJSEA Revision	Final Pep Talk	a) Reflect b) Set goal c) Build confidence	How will I prepare?	Reflection; affirmation	Reflection sheet	Self-assess, oral

