**HYGIENE AND NUTRITION ACTIVITIES SCHEME OF WORK FOR GRADE 1 TERM 3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | 1 | **HYGIENE AND****NUTRITION ACTIVITIES** | 3 |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wk** | **Lesson** | **Strand** | **Sub-strand** | **Specific Learning****Outcome** | **Key Inquiry****Question** | **Learning Experiences** | **Learning****Resources** | **Assessment** | **Reflection** |
| 1 | 1 | Safetyeducation | Commonaccidents at home - Drowning | By the end of thesub-strand, the learner should be able to:a) Describedrowning.b) Mention causes of drowning at home.c) Identify ways of preventingdrowning at home. | 1. What causes drownin g at home?2. How can we prevent drownin g at home? | 1. Learners areguided to identify drowning at home.2. Learners are guided to state the causes of drowning at home such as swimming alone.3. Learners to tell stories of their experiences of drowning at home4. Learners to identify ways of preventing drowning at home such as swimming under supervision.5. Learner to view | Pictures ofchildren drowning and their causes such as swimming alone.Pictures and video clips on drowning and how to prevent them.Oxford Everyday Hygiene and Nutrition, Learner’s Book Grade 1 pg. and77 | Asklearners oral questionson drowning. |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | pictures and videoclips on causes of drowning at the home and share them in class. |  |  |  |
|  | 2 |  | Commonaccidents at home - Electric shock | By the end of thesub-strand, the learner should be able to:a) Describe anelectric shock. b) Mention causes of electric shock. c) at home.d) Identify ways of preventingelectric shocks at home. | 1. Whatcauses electric shock at home?2. How can we prevent electric shock at home? | 1. Learners areguided to describe an electric shock.2. Learners are guided to state the causes of electric shock at home such as naked electricity sockets, touching naked wires and inserting metal objects into the sockets.3. Learners to tell stories of their experiences of electricity sockets at home4. Learners identify ways of preventing electricity sockets at home keeping naked flame and water out of reach5. Learners to view pictures and video clips on causes of electric shocks at | Naked wiresNaked sockets Pictures of children inserting metals into the sockets Pictures and video clips on electric shocks and how to prevent them. Oxford Everyday Hygiene and Nutrition, Learner’s Book Grade 1 pg.71&74 | Asklearners oral questionson electric shocks. |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | the home and sharethem in class. |  |  |  |
| 2 | 1 |  | Commonaccidents at home - Choking | By the end of thesub-strand, the learner should be able to:a) Describe choking.b) Mention causes of choking athome.c) Identify ways of preventing choking at home. | 1. Whatcauses choking at home?2. How can we prevent choking at home? | 1. Learners areguided to identify choking at home from a variety of pictures on common accidents that occur at home.2. Learners are guided to state the causes of choking at home such as speaking or laughing while eating, swallowingfood that is chewed properly and swallowing large pieces of food.3. Learners to tell stories of their experiences of choking at home4. Learners to identify ways of preventingchoking at home like chewing food completely before swallowing, swallowing small pieces of food and | Pictures ofchildren who have been choked and their causes such as speaking or laughing while eating, swallowing food that is chewed properly and swallowinglarge pieces of food.Pictures and video clips on choking and how to prevent them.Oxford Everyday Hygiene and Nutrition, Learner’s Book Grade 1 pg.68&71 | Asklearners oral questionson choking. |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | not to speak orlaugh while swallowing food.5. Learners to view pictures and video clips on causes of choking at the home and share them in class. |  |  |  |
|  | 2 |  | Commonaccidents at home - Suffocation | By the end of thesub-strand, the learner should be able to:a) Describe suffocation. b) Mentioncauses ofsuffocation at home.c) Identify ways of preventing suffocation at home. | 1. Whatcauses suffocati on at home?2. How can we prevent suffocati on at home? | 1. Learners areguided to identify suffocation from a variety of pictures on common accidents that occur at home.2. Learners are guided to state the causes of suffocation at home such as placing paper bags over their heads.3. Learners to tell stories of their experiences of suffocation at home4. Learners identify ways of preventing suffocation athome such as | Pictures ofchildren with paper bags over their heads. Pictures and video clips on suffocation and how to prevent them. | Asklearners oral questionson suffocation. |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | proper disposal ofpaper bags.5. Learners to view pictures and video clips on causes of suffocation at the home and share them in class. |  |  |  |
| 3 | 1 |  | Importanceof preventing accidents at home | By the end of thesub-strand, the learner should be able to:a) State common accidents that occur at home b) Mention causes of accidents at home,c) Appreciate the importance of preventing accidents at home. | 1. What aresome of the accidents at home?2. What causes accidents at home?3. How can we prevent accidents at home? | 1. Learners areguided to identify accidents at home like falls, cuts, drowning, suffocation, choking electrocution, burns.2. Learners are guided to state the causes of accidents at home such as sharp edges, slippery floors, vegetable/fruit peelings, broken glass, uncovered pits, rough floors, poorly arranged furniture,electricitysockets and the naked flame | Pictures ofcommon accidents at home.Video clips on how to prevent common accidents that occur at home. Oxford Everyday Hygiene and Nutrition, Learner’s Book Grade 1 pg. 67-79 | Asklearners oral questionson common accidents that occur at home |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | 3. Learners identifyways of preventing accidents at home (wiping spills, arranging furniture properly, disposing off waste appropriately, covering open pits, proper handling of tools like knives and forks) |  |  |  |
|  | 2 | Safetyeducation | Dangerouschemicals at home | By the end of thesub-strand, the learner should be able to:a) Nam e some dangerous chemicals found at home and where they are used. | 1. Whichare some of the dangerous chemicals used at home? | 1. Guide learners toidentify dangerous chemicals used at home (detergents and cleaning agents, kerosene,pesticides, insecticides)2. In groups, learners to mention dangerous chemicals found in their homes | DetergentsCleaning agentsKerosene Empty containers of dangerous chemicals at home(Insecticides and pesticides) Pictures of dangerous chemicals at homeVideo clips of dangerous chemicals at homeOxford | Asklearners oral questionson dangerous chemicals found in their homes |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  | EverydayHygiene and Nutrition, Learner’s Book Grade 1 pg. 80 |  |  |
| 4 | 1 |  | Dangerschemicals cause at home | By the end of thesub-strand, the learner should be able to:a) Men tion the dangers caused by chemicals used at home, | 1. What aresome of dangers caused by thesehousehol d chemicals? | 1. Guide learners tomention the dangers caused by chemicals used at home. | DetergentsCleaning agentsKerosene Empty containers of dangerous chemicals at home(Insecticides and pesticides) Pictures of dangerous chemicals at homeVideo clips of dangerous chemicals at homeOxford Everyday Hygiene and Nutrition, Learner’s Book Grade 1 pg. 80 | Asklearners oral questionson dangers of chemicals found intheir homes |  |
|  | 2 |  | Dangers | By the end of the | 1. Which | 1. Let learners listen | Detergents | Ask |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | chemicalscause at home | sub-strand, thelearner should be able to:a) Emb race theneed to avoid handlingdangerous chemicalsused at home to ensure safety. | are someof the dangero us chemical s used at home?2. What are some of dangers causedby these househol d chemicals? | to stories or watcha video on dangers caused by dangerous chemicals used at home. | Cleaning agentsKerosene Empty containers of dangerous chemicals at home(Insecticides and pesticides) Pictures of dangerous chemicals at homeVideo clips of dangerous chemicals at homeOxford Everyday Hygiene and Nutrition, Learner’s Book Grade 1 pg. 83 | learners oralquestions on dangers chemicals of found intheir homes |  |
| 5 | 1 |  | Dangerschemicals cause at home | By the end of thesub-strand, the learner should be able to:a) Mention the dangers caused by | 1.Which aresome of the dangerous chemicals used at home?2.What aresome of dangers caused by these | 1. Learners can drawand colour some of the dangerous chemicals at home using pencils, colours, crayons and computing devices | Emptycontainers of dangerous chemicals at home (Insecticides and pesticides) Pictures of | Asklearners oral questionson dangers of chemicals found intheir homes |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | chemicalsused at home,b) Emb race theneed to avoid handling dangerous chemicals used at home to ensure safety. | householdchemicals?3. Which dangerous chemicals found at home can you draw? |  | dangerouschemicals at homeVideo clips of dangerous chemicals at homePencils Crayons/Colours Drawing books OxfordEveryday Hygiene and Nutrition, Learner’s Book Grade 1 pg. 80-83 |  |  |
|  | 2 | Simplefirst aid | What is firstaid? | By the end of thesub-strand, the learner should be able to:a) Know what first aid isb) Define first aid | 1. Whichaccident has ever happene d toyou?2. What was done toyou after the accident?3. Why did | 1. Guide learners intelling stories on when an accident happened to them and what was done to them after the accident.2. Guide learners to read pictures on first aid. | First aid kitOxford Everyday Hygiene and Nutrition, Learner’s Book Grade 1 pg. 85 | Asklearners oral questions to what firstaid is. |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | they dofirst aid to you? |  |  |  |  |
| 6 | 1 |  | Why do wedo first aid? | By the end of thesub-strand, the learner should be able to:a) State reasons for carrying out First Aid to an injured person. | 1. Why dowe do First Aid on an injured person? | 1. Let learners listento a story on First Aid and answer questions asked.2. Guide learners to mention reasons for carrying out First Aid on an injured person. | First aid kitCharts on First Aid Oxford Everyday Hygiene and Nutrition, Learner’s Book Grade 1 pg. 86 | Asklearners oral questionson why we do first aid. |  |
|  | 2 |  | The first aidkit | By the end of thesub-strand, the learner should be able to:a) Identify aFirstAid kit.b) Draw and colour a First Aid kit. | 1. What isa FirstAid kit? | 1. Let learnersobserve a first aid kit.2. Guide learners in telling where they saw the item (First Aid kit)3. Learners to mention where they do see the First Aid kit4. Guide learners to draw a First Aid kit and colour it. | First aid kitA chart/picture with a First Aid kitPencils Drawing books Colours/crayons Oxford Everyday Hygiene and Nutrition,Learner’s BookGrade 1 pg. 87 |  |  |
| 7 | 1 |  | Thingsfound in theFirst Aid kit | By the end of thesub-strand, the learner should be | 1. Whichcontents are | 1.Guide learners toidentify contents of aFirst Aid kit (Bandage, | First Aid kitBandageScissors | Asklearners oral questions |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | (Bandage,Scissors andGloves) | able to:a) Identify contents of a FirstAid kitb) Know the use of the First Aid kit contents. | found inthe FirstAid kit?2. How are the contents used? | Scissors and Gloves)and how they are used.2. Learners to drawand colour First Aid kit contents (Bandage, Scissors and Gloves. | GlovesPencils Drawing books Crayons/Colours OxfordEveryday Hygiene and Nutrition, Learner’s Book Grade 1 pg. 88 | on First Aidkit contents and how they ae used. |  |
|  | 2 |  | Thingsfound in the First Aid kit (Bandage, Scissors, Gloves, Cottonwool, Tweezer and Safety pins) | By the end of thesub-strand, the learner should be able to:a) Identify contents of a FirstAid kitb) Know the use of the First Aid kit | 1. Whichcontents are found in the First Aid kit?2. How are the contents used? | 1.Guide learners toidentify contents of a First Aid kit (Bandage, Scissors, Gloves, Cotton wool, Tweezer and Safety pins)) and how they are used.2. Learners to drawand colour First Aid kit contents (Cotton wool, Tweezer and Safety pins) | First Aid kitBandage Scissors Gloves Cotton wool Tweezer Safety pins PencilsDrawing books Crayons/Colours First aid kit OxfordEveryday Hygiene and Nutrition, Learner’s Book Grade 1 pg. 88-89 | Asklearners oral questionson First Aid kit contents and how they aeused. |  |
| 8 | 1 |  | First aid forcuts | By the end of thesub-strand, the | 1. WhatFirst Aid | 1. In groups, guidelearners to share | First aid kitcontents (Clean | Observelearners as |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | learner should beable to:a) Practice simple First Aid for minor cuts | is donefor cuts? | experiences onwhat was done to them when they had a cut.2. Show learners video clips, pictures, charts on First Aid for cuts.3. Guide learners to role play on simple First Aid for cuts. | piece of cloth,water, a pair of scissors, pair of gloves and cotton wool) Video clip/picture/ charts showing first aid for cuts Oxford Everyday Hygiene and Nutrition, Learner’s Book Grade 1 pg. 89-90 | they roleplay on dressing a cut |  |
|  | 2 |  | First aid forwounds | By the end of thesub-strand, the learner should be able to:a) Practice simple First Aid for wounds | 1. WhatFirst Aid is done for wounds? | 1. In groups, guidelearners to share experiences on what was done to them when they had wounds.2. Show learners video clips, pictures, charts on First Aid for wounds.3. Guide learners to role play on simple First Aid for wounds. | First aid kitcontents (Clean piece of cloth, water, a pair of scissors, pair of gloves and cotton wool) Video clip/picture/ charts showing first aid for woundsOxford Everyday Hygiene and | Observelearners as they role play on dressing a wound |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  | Nutrition,Learner’s BookGrade 1 pg. 89-90 |  |  |