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

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

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| **Wk** | **Lesson** | **Strand** | **Sub-strand** | **Specific Learning**  **Outcome** | **Key Inquiry**  **Question** | **Learning Experiences** | **Learning**  **Resources** | **Assessment** | **Reflection** |
| 1 | 1 | Safety  education | Common  accidents at home - Drowning | By the end of the  sub-strand, the learner should be able to:  a) Describe  drowning.  b) Mention causes of drowning at home.  c) Identify ways of preventing  drowning at home. | 1. What causes drownin g at home?  2. How can we prevent drownin g at home? | 1. Learners are  guided 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 home  4. Learners to identify ways of preventing drowning at home such as swimming under supervision.  5. Learner to view | Pictures of  children 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. and  77 | Ask  learners oral questions  on drowning. |  |

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|  |  |  |  |  |  | pictures and video  clips on causes of drowning at the home and share them in class. |  |  |  |
|  | 2 |  | Common  accidents at home - Electric shock | By the end of the  sub-strand, the learner should be able to:  a) Describe an  electric shock. b) Mention causes of electric shock. c) at home.  d) Identify ways of preventing  electric shocks at home. | 1. What  causes electric shock at home?  2. How can we prevent electric shock at home? | 1. Learners are  guided 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 home  4. Learners identify ways of preventing electricity sockets at home keeping naked flame and water out of reach  5. Learners to view pictures and video clips on causes of electric shocks at | Naked wires  Naked 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 | Ask  learners oral questions  on electric shocks. |  |

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|  |  |  |  |  |  | the home and share  them in class. |  |  |  |
| 2 | 1 |  | Common  accidents at home - Choking | By the end of the  sub-strand, the learner should be able to:  a) Describe choking.  b) Mention causes of choking at  home.  c) Identify ways of preventing choking at home. | 1. What  causes choking at home?  2. How can we prevent choking at home? | 1. Learners are  guided 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, swallowing  food that is chewed properly and swallowing large pieces of food.  3. Learners to tell stories of their experiences of choking at home  4. Learners to identify ways of preventing  choking at home like chewing food completely before swallowing, swallowing small pieces of food and | Pictures of  children who have been choked and their causes such as speaking or laughing while eating, swallowing food that is chewed properly and swallowing  large 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 | Ask  learners oral questions  on choking. |  |

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|  |  |  |  |  |  | not to speak or  laugh while swallowing food.  5. Learners to view pictures and video clips on causes of choking at the home and share them in class. |  |  |  |
|  | 2 |  | Common  accidents at home - Suffocation | By the end of the  sub-strand, the learner should be able to:  a) Describe suffocation. b) Mention  causes of  suffocation at home.  c) Identify ways of preventing suffocation at home. | 1. What  causes suffocati on at home?  2. How can we prevent suffocati on at home? | 1. Learners are  guided 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 home  4. Learners identify ways of preventing suffocation at  home such as | Pictures of  children with paper bags over their heads. Pictures and video clips on suffocation and how to prevent them. | Ask  learners oral questions  on suffocation. |  |

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|  |  |  |  |  |  | proper disposal of  paper bags.  5. Learners to view pictures and video clips on causes of suffocation at the home and share them in class. |  |  |  |
| 3 | 1 |  | Importance  of preventing accidents at home | By the end of the  sub-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 are  some of the accidents at home?  2. What causes accidents at home?  3. How can we prevent accidents at home? | 1. Learners are  guided 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,  electricity  sockets and the naked flame | Pictures of  common 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 | Ask  learners oral questions  on common accidents that occur at home |  |

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|  |  |  |  |  |  | 3. Learners identify  ways 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 | Safety  education | Dangerous  chemicals at home | By the end of the  sub-strand, the learner should be able to:  a) Nam e some dangerous chemicals found at home and where they are used. | 1. Which  are some of the dangerous chemicals used at home? | 1. Guide learners to  identify dangerous chemicals used at home (detergents and cleaning agents, kerosene,  pesticides, insecticides)  2. In groups, learners to mention dangerous chemicals found in their homes | Detergents  Cleaning agents  Kerosene Empty containers of dangerous chemicals at home  (Insecticides and pesticides) Pictures of dangerous chemicals at home  Video clips of dangerous chemicals at home  Oxford | Ask  learners oral questions  on dangerous chemicals found in their homes |  |

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|  |  |  |  |  |  |  | Everyday  Hygiene and Nutrition, Learner’s Book Grade 1 pg. 80 |  |  |
| 4 | 1 |  | Dangers  chemicals cause at home | By the end of the  sub-strand, the learner should be able to:  a) Men tion the dangers caused by chemicals used at home, | 1. What are  some of dangers caused by these  househol d chemical  s? | 1. Guide learners to  mention the dangers caused by chemicals used at home. | Detergents  Cleaning agents  Kerosene Empty containers of dangerous chemicals at home  (Insecticides and pesticides) Pictures of dangerous chemicals at home  Video clips of dangerous chemicals at home  Oxford Everyday Hygiene and Nutrition, Learner’s Book Grade 1 pg. 80 | Ask  learners oral questions  on dangers of chemicals found in  their homes |  |
|  | 2 |  | Dangers | By the end of the | 1. Which | 1. Let learners listen | Detergents | Ask |  |

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|  |  |  | chemicals  cause at home | sub-strand, the  learner should be able to:  a) Emb race the  need to avoid handling  dangerous chemicals  used at home to ensure safety. | are some  of the dangero us chemical s used at home?  2. What are some of dangers caused  by these househol d chemical  s? | to stories or watch  a video on dangers caused by dangerous chemicals used at home. | Cleaning agents  Kerosene Empty containers of dangerous chemicals at home  (Insecticides and pesticides) Pictures of dangerous chemicals at home  Video clips of dangerous chemicals at home  Oxford Everyday Hygiene and Nutrition, Learner’s Book Grade 1 pg. 83 | learners oral  questions on dangers chemicals of found in  their homes |  |
| 5 | 1 |  | Dangers  chemicals cause at home | By the end of the  sub-strand, the learner should be able to:  a) Men  tion the dangers caused by | 1.Which are  some of the dangerous chemicals used at home?  2.What are  some of dangers caused by these | 1. Learners can draw  and colour some of the dangerous chemicals at home using pencils, colours, crayons and computing devices | Empty  containers of dangerous chemicals at home (Insecticides and pesticides) Pictures of | Ask  learners oral questions  on dangers of chemicals found in  their homes |  |

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|  |  |  |  | chemicals  used at home,  b) Emb race the  need to avoid handling dangerous chemicals used at home to ensure safety. | household  chemicals?  3. Which dangerous chemicals found at home can you draw? |  | dangerous  chemicals at home  Video clips of dangerous chemicals at home  Pencils Crayons/Colours Drawing books Oxford  Everyday Hygiene and Nutrition, Learner’s Book Grade 1 pg. 80-  83 |  |  |
|  | 2 | Simple  first aid | What is first  aid? | By the end of the  sub-strand, the learner should be able to:  a) Know what first aid is  b) Define first aid | 1. Which  accident has ever happene d to  you?  2. What was done to  you after the accident  ?  3. Why did | 1. Guide learners in  telling 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 kit  Oxford Everyday Hygiene and Nutrition, Learner’s Book Grade 1 pg. 85 | Ask  learners oral questions to what first  aid is. |  |

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|  |  |  |  |  | they do  first aid to you? |  |  |  |  |
| 6 | 1 |  | Why do we  do first aid? | By the end of the  sub-strand, the learner should be able to:  a) State reasons for carrying out First Aid to an injured person. | 1. Why do  we do First Aid on an injured person? | 1. Let learners listen  to 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 kit  Charts on First Aid Oxford Everyday Hygiene and Nutrition, Learner’s Book Grade 1 pg. 86 | Ask  learners oral questions  on why we do first aid. |  |
|  | 2 |  | The first aid  kit | By the end of the  sub-strand, the learner should be able to:  a) Identify a  First  Aid kit.  b) Draw and colour a First Aid kit. | 1. What is  a First  Aid kit? | 1. Let learners  observe 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 kit  4. Guide learners to draw a First Aid kit and colour it. | First aid kit  A chart/picture with a First Aid kit  Pencils Drawing books Colours/crayons Oxford Everyday Hygiene and Nutrition,  Learner’s Book  Grade 1 pg. 87 |  |  |
| 7 | 1 |  | Things  found in the  First Aid kit | By the end of the  sub-strand, the learner should be | 1. Which  contents are | 1.Guide learners to  identify contents of a  First Aid kit (Bandage, | First Aid kit  Bandage  Scissors | Ask  learners oral questions |  |

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|  |  |  | (Bandage,  Scissors and  Gloves) | able to:  a) Identify contents of a First  Aid kit  b) Know the use of the First Aid kit contents. | found in  the First  Aid kit?  2. How are the contents used? | Scissors and Gloves)  and how they are used.  2. Learners to draw  and colour First Aid kit contents (Bandage, Scissors and Gloves. | Gloves  Pencils Drawing books Crayons/Colours Oxford  Everyday Hygiene and Nutrition, Learner’s Book Grade 1 pg. 88 | on First Aid  kit contents and how they ae used. |  |
|  | 2 |  | Things  found in the First Aid kit (Bandage, Scissors, Gloves, Cotton  wool, Tweezer and Safety pins) | By the end of the  sub-strand, the learner should be able to:  a) Identify contents of a First  Aid kit  b) Know the use of the First Aid kit | 1. Which  contents are found in the First Aid kit?  2. How are the contents used? | 1.Guide learners to  identify contents of a First Aid kit (Bandage, Scissors, Gloves, Cotton wool, Tweezer and Safety pins)) and how they are used.  2. Learners to draw  and colour First Aid kit contents (Cotton wool, Tweezer and Safety pins) | First Aid kit  Bandage Scissors Gloves Cotton wool Tweezer Safety pins Pencils  Drawing books Crayons/Colours First aid kit Oxford  Everyday Hygiene and Nutrition, Learner’s Book Grade 1 pg. 88-  89 | Ask  learners oral questions  on First Aid kit contents and how they ae  used. |  |
| 8 | 1 |  | First aid for  cuts | By the end of the  sub-strand, the | 1. What  First Aid | 1. In groups, guide  learners to share | First aid kit  contents (Clean | Observe  learners as |  |

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|  |  |  |  | learner should be  able to:  a) Practice simple First Aid for minor cuts | is done  for cuts? | experiences on  what 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 role  play on dressing a cut |  |
|  | 2 |  | First aid for  wounds | By the end of the  sub-strand, the learner should be able to:  a) Practice simple First Aid for wounds | 1. What  First Aid is done for wounds? | 1. In groups, guide  learners 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 kit  contents (Clean piece of cloth, water, a pair of scissors, pair of gloves and cotton wool) Video clip/picture/ charts showing first aid for wounds  Oxford Everyday Hygiene and | Observe  learners as they role play on dressing a wound |  |

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