**HYGIENE AND NUTRITION SCHEME OF WORK GRADE TWO TERM 1**

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| **WEEK** | **LESSON** | **STRAND** | **SUB-STRAND** | **SPECIFIC LEARNING OUTCOME** | **KEY INQUIRY QUESTIONS** | **LEARNING EXPERIENCE** | **LEARNING RESOURCES** | **ASSESSMENT METHOD** | **REFLECTION** |
| 1 | 1-2 | Health practices | Importance of breakfast | By the end of the sub strand the learner should be able to:  1. State the meaning of the word breakfast  2. Identify when breakfast is taken during the day | a. What is breakfast?  b. When do we take breakfast? | Guide learners to brainstorm on meaning of the word breakfast | Pictures | oral questions |  |
| 2 | 1-2 | Health practices | Items taken during breakfast | Name food items taken during breakfast | Which food items are taken during breakfast? | Learners name  food items they eat and drink in the morning | Slices of bread Arrowroots Sausages  Sweet potatoes  Eggs | Oral questions |  |
| 3 | 1-2 | Health  practices | Drawing food  item | Draw and colour food eaten  for breakfast | Which food  items are eaten during breakfast? | Learners draw and  colour foods eaten for breakfast | Pencils  Crayons | Observation |  |
| 4 | 1-2 | Health  practices | Importance  of eating  breakfast | Tell the importance of eating  breakfast as healthy habits | What is the  importance of  eating breakfast? | Learners are guide  to tell the  importance of eating breakfast as a habit | Pictures | Observation |  |
| 5 | 1-2 | Health  practices | Good oral  habits | Identify good oral habits that  promote development of healthy teeth | What things  do I do that are good for my teeth? | Learners are  guided to identify good oral habits | Milk  Sweets  Biscuits | Oral questions |  |
| 6 | 1 | Health  practices | Oral hygiene | Identify harmful oral habits  that damage teeth | What is  harmful to our teeth? | Learners are  guided to identify harmful oral habits that damage teeth | Pencils  Tooth picks | Oral questions |  |
|  | 2 | Health  Practices | Oral hygiene | Brush their teeth | What do we use to brush our teeth? | Learners are guided on how to brush their teeth | Tooth brush | Observation |  |
| 7 | 1 | Practices | Cleaning  utensils at | Cleaning utensils at home | Utensils? | Reasons for  cleaning utensils at | Healthy and  unhealthy person |  |  |

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|  |  |  | home |  |  | home |  |  |  |
|  | 2 | Health  practices | Materials  used for cleaning  utensils | Identify materials used for  cleaning utensils at home | What do we  use to clean the utensils? | Learners identify  materials for cleaning utensils | Soap  Soap dish  Sponge/sisal  fiber  Piece of cloth | Oral questions |  |
| 8 | 1 | Health  practices | Cleaning,  drying and  storing utensils | Clean, dry and store the  utensils used at home | How do we  dry and store  the utensils? | Learners peer  teach on how to  clean, dry and store utensils and they do it practically | Utensils  Soap  Sponge | Oral questions  Experiment |  |
|  | 2 | Health practices | Danger of second hand smoking | By the end of the sub strand, the learner should be able to mention substances that people smoke that are harmful to our health  Mention places where people smoke these substances | Which are the harmful substances that people smoke?  Which places/areas  do people smoke from? | Learners brainstorm on substances that people smoke and are harmful to our health  Learners to  mention areas and places where people smoke these substances | Pictures Posters Video clip | Oral questions |  |
| 9 | 1 | Health practices | Dangers of second hand smoking | State the meaning of the word second hand smoke and its effects on health | What is second hand smoking? | Learners are guided to explain the meaning of the second hand  smoke | Pictures  Posters | Observation  Oral questions |  |
|  | 2 | Health practices | Keeping water safe from contaminatio n | By the end of the sub strand, the learner should be able to: Tell what is water contamination  Carry out experiment to  demonstrate water contaminantion | What is water contamination  ? | Learners are guided to brainstorm on the meaning of contaminated water  Learners are  guided to carry out a simple experiment to | Pictures  Real objects | Observation  Experiment |  |

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|  |  |  |  |  |  | illustrate how water is contaminated |  |  |  |
| 10 | 1 | Health  practices | Keeping  water safe from contaminatio n | The learner should be able to  mention changes in water that is contaminated  State ways in which we can prevent water from contamination | What happens  when water is contaminated  ? | Learners to  experiment and observe physical changes that occur in contaminated water  Learners to be guided to tell how  they can prevent contamination of water | Pictures  Real objects | Oral questions  Observations  Oral reports |  |
|  | 2 | Health  practices | Re-using  water and soap at home | By the end of the sub strand,  learner should be able to explain the meaning of word re-using | What do we  use water and soap for? | Learners to  brainstorm on the meaning of reusing | Water and soap | Oral questions |  |
| 11 | 1 | Health  practices | Ways of re-  using water and soap at home | The learner should be able to  mention ways of re-using water and soap at home | How can we  use water and soap? | Learners to be  guided to tell activities | Water and soap | Oral questions |  |
|  | 2 | Health practices | Makin soap gel | The learner should be able to make a soap gel from left over soap | How do we make a soap gel? | Learners to observe a demonstration on how to make a soap gel using left over soap from home | Realia (left over soap, water, bottles) | Observation  Experiments |  |
| 12 | 1 | Health  practices | Re-using  water and soap to minimize  wastage in the home | The learners should be able to  re-use water and soap to minimize wastage in the home | How can we  re-use water and soap? | Learners practice  how to make the soap gel and use it for hand washing | Soap  Water | Observation  Experiment |  |
|  | 2 | Personal  hygiene | Use and care  of personal  items | By the end of the sub strand  the learner should be able to  identify the items used for | What items do  we use for  personal | Learners to be  guided on  mentioning items | Nail cutter  Toothpaste  Cotton buds | Oral questions  observation |  |

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|  |  |  |  | personal cleanliness | cleanliness? | for personal cleanliness | Shoes  Body lotion |  |  |
| 13 | 1 | Personal  hygiene | Personal  items | Identify personal items and  give reasons why we should  not share them | Which are the  personal  items? | Learners are  guided to identify  personal items and give reasons why they should be shared | Towel  Handkerchief  Combs  Sock | Oral questions  Observation |  |
|  | 2 | Personal hygiene | Cleaning a handkerchief | State the procedure used for cleaning a handkerchief | How do we clean a handkerchief? | Learners are guided on how to clean a handkerchief? | Handkerchief | Oral questions |  |
| 14 | 1 | Personal hygiene | Cleaning a handkerchief | State the procedure used for cleaning a handkerchief | What do we need to clean a  handkerchief? | Learners to clean their handkerchief | Handkerchief  Salt  Warm water  Soap | Observation |  |
|  | 2 | Personal hygiene | Cleaning a comb | Clean a comb correctly | How do we clean a comb? | Learners to be guided on how to clean a comb. | Comb  Soft brush Water Soap | Oral questions  Observation |  |