**HYGIENE AND NUTRITION ACTIVITIES SCHEME OF WORK FOR GRADE 2 TERM 3**

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| **Wk** | **Lesson** | **Strand** | **Sub-strand** | **Specific learning**  **outcomes** | **Key inquiry**  **questions** | **Learning Experiences** | **Learning resources** | **Assessment** | **Reflection** |
| **1** | **1** | Foods | Meals and  Snacks | By the end of the sub-  strand, the  learner should be able to:  tell the number of meals taken in a day, | How many meals  do we take in a day? | Learners are guided to tell the  number of meals taken in a day.  Learners are guided to differentiate between meals and snacks using realia and pictures. | Hygiene and nutrition  Grade 2 page 79-80 pictures of meals and snacks available in the locality, videos of people taking meals and snacks, realia of snacks and meals | oral questions |  |
|  | **2** | Foods | Meals and  Snacks | By the end of the sub-  strand, the  learner should be able to: differentiate between a meal and a snack from food items in the locality, embrace the importance of taking meals and  snacks at the right time. | What is the  difference between a meal and a snack? Why should we take meals and snacks at the right time? | Learners are guided to tell  when they should take meals and when they should take snacks,  learners can choose meals and snacks eaten through pictures, computer game | Hygiene and nutrition  Grade 2 page 81-83 pictures of meals and snacks available in the  locality, videos of people taking meals and snacks, realia of snacks and meals | oral questions |  |
| **2** | **1** | Foods | Grouping of  food | By the end of the sub-  strand, the  learner should be able to: mention foods from plant sources within their locality  group foods according to | What foods do  we get from plants?  Which are the different parts of the plant that we get food from? | Learners are guided to  identify foods they get from plants within their locality learners are guided to group foods from plant sources according to the parts of the plant they come from (leaves, | Hygiene and nutrition  Grade 2 page 84-86 | observation,  written exam, oral questions |  |

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|  |  |  |  | the  different parts of the plants that  they come from, |  | roots, fruits, seeds and stem)  using pictures or realia |  |  |  |
|  | **2** | Foods | Grouping of  food | mention different foods  from animal sources within the locality, appreciate the importance of animal and plants as sources of food. | What foods do  we get from animals  What foods do we get from animals | Learners are guided to  identify animals in their locality and the food we get from those animals using pictures or a video  Learners can play games on  grouping of food using computing devices Learners draw and colour  food from plant and animal sources | Hygiene and nutrition  Grade 2 page 87-89 | observation,  written exam, oral questions |  |
| **3** | **1** | Foods | Food for  school  going children | By the end of the sub-  strand, the  learner should be able to: mention foods eaten by school going children in the locality,  identify the amount of food eaten by school going children in the locality | What type of  food do you eat? How much food do you eat? | Learners name different types  of food they eat.  Learners are guided to identify the amount of food they eat using pictures. | Hygiene and nutrition  Grade 2 page 90-91 pictures, charts, video clips | oral report, oral  questions |  |
|  | **2** | Foods | Food for  school  going children | By the end of the sub-  strand, the  learner should be able to: mention dangers of eating too much or too little food for wellbeing,  State the importance of eating enough food for good health. | What happens if  you eat too much or too little food? Why is it important to  eat food that is enough | Learners share experiences on  what happened to them when they eat too much food (vomiting, stomach pains, diarrhoea, stomach upset, constipation).  Learners listen to stories and experiences on dangers of eating too much and too little (overweight and underweight) using pictures or a video. Learners are guided to tell the importance of eating enough food. | Hygiene and nutrition  Grade 2 page 92-95 pictures, charts, video clips | oral report, oral  questions |  |

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| **4** | **1** | Foods | Good eating  habits | By the end of the sub-  strand, the  learner should be able to: a) state how food is apportioned on  a plate | How do I  apportion  food on a plate | Learners are guided to  brainstorm on how food should be apportioned on a plate (proteins, vegetables, starch and a fruit on the side) Learners can observe pictures or videos on correct apportioning of food on a plate (show variety to include plates | Hygiene and nutrition  Grade 2 page 96-97 pictures, charts, video clips | oral report, oral  questions |  |
|  | **2** | Foods | Good eating  habits | By the end of the sub-  strand, the  learner should be able to give the importance of using a variety of foods in a plate  appreciate variety of foods on a plate. | Why should I  use the right amount of food when apportioning? Why should we minimize food wastage? | In groups learners are guided  to tell the importance of using the right amount of food while apportioning on a plate (to ensure that you do not eat only one group of foods, to ensure variety, to minimize food wastage).  Learners are guided to identify suitable foods that promote health when apportioning  using realia or pictures or simulations. Learners draw  and colour a well apportioned  amount of food on a plate. | Hygiene and nutrition  Grade 2 page 96-98 pictures, charts, video clips | oral report, oral  questions |  |
| **5** | **1** |  | Food  Advertisement | By the end of the sub-  strand,  the learner should be able to:  tell the meaning of the word advertisement identify an advertisement on food | What is food  advertisement How do food advertisements make you feel? | Learners can be guided to tell  what is food advertisement using charts, posters, pictures, video clips, radio commercials.  Learners are guided to identify an advertisement on food from media (print and audio visual). | Hygiene and nutrition  Grade 2 page 99-100 pictures, charts, video clips | oral report, oral  questions |  |
|  | **2** |  | Food  Advertisement | By the end of the sub-  strand,  the learner should be able to: tell the effects of food advertisements on their feelings. tell how advertisement can influence their choice of | How do  advertisements influence your choice of food? | Learners share experiences on  how advertisements makes them feel.  Learners are guided to tell how advertisements can influence our choice of foods.  Learners open and play several video clips on food | Hygiene and nutrition  Grade 2 page 101-103 pictures, charts, video clips | oral report, oral  questions |  |

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|  |  |  |  | food |  | advertisements  and report their observations in class |  |  |  |
| **6** | **1** | Safety  Educati on | Food Safety  Handling of cooked food | By the end of the sub-  strand, the learner should be able to:  mention hygiene practices while handling cooked food. | How should we  handle cooked food? | the hygiene practices to  observe when handling cooked food (putting on a clean container that is covered, storing in a cool and clean place, washing hands before handling food, using clean serving  equipment, using protective gear) using  demonstration, pictures, video clips and illustrations | Hygiene and nutrition  Grade 2 page 104-105 pictures, charts, video clips | oral report, oral  questions |  |
|  | **2** | Safety  Educati on |  | By the end of the sub-  strand, the learner should be able to:  mention factors to observe  when buying food from a  food vendor,  appreciate the importance of  observing hygiene when handling cooked food. | What should we  look for  when buying food from food vendors?  Why should we observe  hygiene practices when  handling cooked food | learners are guided to  mention factors to observe when buying food from food vendors (clean premises/food containers; vendor wears protective gear; fresh food; food  covered/not fly flown/dusty; vendor practices hygiene/ not mixing money and food) learners role play practising hygiene as food vendors | Hygiene and nutrition  Grade 2 page 106-107 pictures, charts, video clips | oral report, oral  questions |  |
| **7** | **1** | Safety  Educati on | Waste disposal  in the classroom | By the end of the sub-  strand,  the learner should be able to:  identify types of waste found in the classroom,  identify containers used for putting waste in the classroom, | What waste is  found in the classroom? Where do we put waste in the classroom? | learners are guided to  identify the various types of waste in the classrooms using realia or pictures (papers, pencil sharpening, dust, bottles/bottle tops, sticks, small unused containers).  Learners are guided to identify containers used to put waste in the classroom using pictures, illustration or video clips | Hygiene and nutrition  Grade 2 page 10-110 realia (dustbin, waste materials) charts, videos clips, pictures/illustrations | oral report, oral  questions |  |

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|  | **2** | Safety  Educati on |  | By the end of the sub-  strand,  the learner should be able to practice waste collection  and proper disposal of the waste found in the classroom,  mention the importance of waste disposal in the classroom,  appreciate the importance of proper disposal of waste in the classroom | How do we  dispose waste collected in the classroom? Why should we dispose waste collected in the classroom? | learners are guided to collect  and dispose waste from the classroom using demonstration  Learners practise waste disposal in their classroom. learners are guided to tell the importance of proper waste disposal in the classroom. Learners sing songs and  recite poems on the  importance of disposal of waste | Hygiene and nutrition  Grade 2 page 111-114 realia (dustbin, waste materials) charts,  videos clips, pictures/illustrations | oral report, oral  questions |  |
| **8** | **1** | Safety  Educati on | Common  accidents and  Basic First aid | By the end of the sub-  strand, the learner should be able to:  identify common accidents in the classroom,  name the causes of common accidents in  classroom, | What are the  common accidents in the classroom? | Learners brainstorm on  common accidents in the classroom (bumps, grazes, and pricks).  Learners are guided to identify causes of common accidents in the classroom (head knocks, rough  surfaces, sharp objects) using pictures or video. | Hygiene and nutrition  Grade 2 page 111-114 realia (dustbin, waste materials) charts, videos clips, pictures/illustrations | oral report, oral  questions |  |
|  | **2** | Safety  Educati on | Common  accidents and  Basic First aid | By the end of the sub-  strand,  the learner should be able to:  demonstrate First Aid for common accidents in the classroom,  develop responsibility in preventing accidents in the classroom | What are the  causes of common accidents in the classroom? What is the simple first  aid for common accidents in the classroom?  how can these dangers in  the classroom be prevented | In groups, learners listen to  stories and share experiences of common accidents they  have encountered or witnessed in the classroom.  Learners are guided to tell how they can prevent common accidents in the classroom using demonstration, pictures  and illustrations.  Learners are guided to role play in carrying out First Aid for bumps, grazes and pricks. Learners are guided to develop a duty rota to arrange the class and report any dangers in the | Hygiene and nutrition  Grade 2 page 111-114 realia (dustbin, waste materials) charts,  videos clips, pictures/illustrations | oral report, oral  questions |  |

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| **9** |  |  |  | **ASSESSMENT** |  |  |  |  |  |