**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 andSnacks | By the end of the sub-strand, thelearner should be able to:tell the number of meals taken in a day, | How many mealsdo we take in a day? | Learners are guided to tell thenumber of meals taken in a day.Learners are guided to differentiate between meals and snacks using realia and pictures. | Hygiene and nutritionGrade 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 andSnacks | By the end of the sub-strand, thelearner should be able to: differentiate between a meal and a snack from food items in the locality, embrace the importance of taking meals andsnacks at the right time. | What is thedifference between a meal and a snack? Why should we take meals and snacks at the right time? | Learners are guided to tellwhen they should take meals and when they should take snacks,learners can choose meals and snacks eaten through pictures, computer game | Hygiene and nutritionGrade 2 page 81-83 pictures of meals and snacks available in thelocality, videos of people taking meals and snacks, realia of snacks and meals | oral questions |  |
| **2** | **1** | Foods | Grouping offood | By the end of the sub-strand, thelearner should be able to: mention foods from plant sources within their localitygroup foods according to | What foods dowe get from plants?Which are the different parts of the plant that we get food from? | Learners are guided toidentify 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 nutritionGrade 2 page 84-86 | observation,written exam, oral questions |  |

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|  |  |  |  | thedifferent parts of the plants thatthey come from, |  | roots, fruits, seeds and stem)using pictures or realia |  |  |  |
|  | **2** | Foods | Grouping offood | mention different foodsfrom animal sources within the locality, appreciate the importance of animal and plants as sources of food. | What foods dowe get from animalsWhat foods do we get from animals | Learners are guided toidentify animals in their locality and the food we get from those animals using pictures or a videoLearners can play games ongrouping of food using computing devices Learners draw and colourfood from plant and animal sources | Hygiene and nutritionGrade 2 page 87-89 | observation,written exam, oral questions |  |
| **3** | **1** | Foods | Food forschoolgoing children | By the end of the sub-strand, thelearner 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 offood do you eat? How much food do you eat? | Learners name different typesof food they eat.Learners are guided to identify the amount of food they eat using pictures. | Hygiene and nutritionGrade 2 page 90-91 pictures, charts, video clips | oral report, oralquestions |  |
|  | **2** | Foods | Food forschoolgoing children | By the end of the sub-strand, thelearner 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 ifyou eat too much or too little food? Why is it important toeat food that is enough | Learners share experiences onwhat 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 nutritionGrade 2 page 92-95 pictures, charts, video clips | oral report, oralquestions |  |

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| **4** | **1** | Foods | Good eatinghabits | By the end of the sub-strand, thelearner should be able to: a) state how food is apportioned ona plate | How do Iapportionfood on a plate | Learners are guided tobrainstorm 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 nutritionGrade 2 page 96-97 pictures, charts, video clips | oral report, oralquestions |  |
|  | **2** | Foods | Good eatinghabits | By the end of the sub-strand, thelearner should be able to give the importance of using a variety of foods in a plateappreciate variety of foods on a plate. | Why should Iuse the right amount of food when apportioning? Why should we minimize food wastage? | In groups learners are guidedto 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 apportioningusing realia or pictures or simulations. Learners drawand colour a well apportionedamount of food on a plate. | Hygiene and nutritionGrade 2 page 96-98 pictures, charts, video clips | oral report, oralquestions |  |
| **5** | **1** |  | FoodAdvertisement | 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 foodadvertisement How do food advertisements make you feel? | Learners can be guided to tellwhat 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 nutritionGrade 2 page 99-100 pictures, charts, video clips | oral report, oralquestions |  |
|  | **2** |  | FoodAdvertisement | 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 doadvertisements influence your choice of food? | Learners share experiences onhow 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 nutritionGrade 2 page 101-103 pictures, charts, video clips | oral report, oralquestions |  |

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|  |  |  |  | food |  | advertisementsand report their observations in class |  |  |  |
| **6** | **1** | SafetyEducati on | Food SafetyHandling 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 wehandle cooked food? | the hygiene practices toobserve 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 servingequipment, using protective gear) usingdemonstration, pictures, video clips and illustrations | Hygiene and nutritionGrade 2 page 104-105 pictures, charts, video clips | oral report, oralquestions |  |
|  | **2** | SafetyEducati on |  | By the end of the sub-strand, the learner should be able to:mention factors to observewhen buying food from afood vendor,appreciate the importance ofobserving hygiene when handling cooked food. | What should welook forwhen buying food from food vendors?Why should we observehygiene practices whenhandling cooked food | learners are guided tomention factors to observe when buying food from food vendors (clean premises/food containers; vendor wears protective gear; fresh food; foodcovered/not fly flown/dusty; vendor practices hygiene/ not mixing money and food) learners role play practising hygiene as food vendors | Hygiene and nutritionGrade 2 page 106-107 pictures, charts, video clips | oral report, oralquestions |  |
| **7** | **1** | SafetyEducati on | Waste disposalin 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 isfound in the classroom? Where do we put waste in the classroom? | learners are guided toidentify 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 nutritionGrade 2 page 10-110 realia (dustbin, waste materials) charts, videos clips, pictures/illustrations | oral report, oralquestions |  |

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|  | **2** | SafetyEducati on |  | By the end of the sub-strand,the learner should be able to practice waste collectionand 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 wedispose waste collected in the classroom? Why should we dispose waste collected in the classroom? | learners are guided to collectand dispose waste from the classroom using demonstrationLearners practise waste disposal in their classroom. learners are guided to tell the importance of proper waste disposal in the classroom. Learners sing songs andrecite poems on theimportance of disposal of waste | Hygiene and nutritionGrade 2 page 111-114 realia (dustbin, waste materials) charts,videos clips, pictures/illustrations | oral report, oralquestions |  |
| **8** | **1** | SafetyEducati on | Commonaccidents andBasic 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 inclassroom, | What are thecommon accidents in the classroom? | Learners brainstorm oncommon accidents in the classroom (bumps, grazes, and pricks).Learners are guided to identify causes of common accidents in the classroom (head knocks, roughsurfaces, sharp objects) using pictures or video. | Hygiene and nutritionGrade 2 page 111-114 realia (dustbin, waste materials) charts, videos clips, pictures/illustrations | oral report, oralquestions |  |
|  | **2** | SafetyEducati on | Commonaccidents andBasic 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 thecauses of common accidents in the classroom? What is the simple firstaid for common accidents in the classroom?how can these dangers inthe classroom be prevented | In groups, learners listen tostories and share experiences of common accidents theyhave encountered or witnessed in the classroom.Learners are guided to tell how they can prevent common accidents in the classroom using demonstration, picturesand 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 nutritionGrade 2 page 111-114 realia (dustbin, waste materials) charts,videos clips, pictures/illustrations | oral report, oralquestions |  |

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