**GRADE 2 HYGIENE AND NUTRITION ACTIVITIES**

**TERM THREE SCHEME OF WORK**

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| WEEK | ISN | STRANDS | S- STRAND | SPECIFIC LEARNING OUTCOMES | KEYINQURYQUESTIONS | LEARNING EXPERIENCES | LEARNING RESOURCES | ASSESS MENT | REFL |
| 1 | 1 |  | Meals and snacks | By the end of the sub-strand, the learner should be able to:a) tell the number of meals taken in a day,b) differentiate between a meal and a snack from food items in the locality,c) embrace the importance oftaking meals and snacks at the right time. | 1. How many meals do wetake in a day?2. What is the differencebetween a meal and asnack?3. Why should we takemeals and snacks at theright time? | • Learners are guided to tell the number of meals taken in a day.• Learners are guided todifferentiate betweenmeals and snacks usingrealia and pictures.• Learners are guided to tell when they should takemeals and when theyshould take snacks,• learners can choose meals and snacks eaten through pictures, computer games | pictures of meals and snacks available in the locality, videos of people taking meals and snacks, realia of snacks and mealsFocus on Hygiene and nutrition Grade 2 learners’ workbook pg. 40-41 | Oral questions |  |
|  | 2 |  | Grouping of food | By the end of the sub-strand, the learner should be able to:a) mention foods from plantsources within their locality,b) group foods according to the different parts of the plants that they come from,c) mention different foods from animal sources within the locality,d) appreciate the importance of animal and plants as sources of food. | 1. What foods do we getfrom plants?2. Which are the differentparts of the plant that weget food from?3. What foods do we getfrom animals? | • 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,roots, fruits, seeds and stem) using pictures or realia• Learners are guided toidentify animals in theirlocality and the food we get from those animals using pictures or a video. | pictures of meals and snacks available in the locality, videos of people taking meals and snacks, realia of snacks and mealsFocus on Hygiene and nutrition Grade 2 learners’ workbook pg. 42-44 | Oral questions |  |
| 2 | 1 |  | Grouping of food | By the end of the sub-strand, the learner should be able to:a) mention foods from plantsources within their locality,b) group foods according to the different parts of the plants that they come from,c) mention different foods from animal sources within the locality,d) appreciate the importance of animal and plants as sources of food. | 1. What foods do we getfrom plants?2. Which are the differentparts of the plant that weget food from?3. What foods do we getfrom animals? | • 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,roots, fruits, seeds and stem) using pictures or realia• Learners are guided toidentify animals in theirlocality and the food we get from those animals using pictures or a video. | pictures of meals and snacks available in the locality, videos of people taking meals and snacks, realia of snacks and mealsFocus on Hygiene and nutrition Grade 2 learners’ workbook pg. 42-44 | Oral questions |  |
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| 3 | 1 |  | Grouping of food | By the end of the sub-strand, the learner should be able to:a) mention foods from plantsources within their locality,b) group foods according to the different parts of the plants that they come from,c) mention different foods from animal sources within the locality,d) appreciate the importance of animal and plants as sources of food. | 1. What foods do we getfrom plants?2. Which are the differentparts of the plant that weget food from?3. What foods do we getfrom animals? | • 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,roots, fruits, seeds and stem)using pictures or realia• Learners are guided toidentify animals in theirlocality and the food we get from those animals using pictures or a video. | pictures of meals and snacks available in the locality, videos of people taking meals and snacks, realia of snacks and mealsFocus on Hygiene and nutrition Grade 2 learners’ workbook pg. 42-44 | Oral questions |  |
|  | 2 |  | Foods 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 localityIdentify the amount of food eaten by school going children in the localityMention dangers of eating too much or too little food for well-being | What type of food do you eat?How much food do you eat?What happens if you eat too much or too little food?Why is it important to eat food that is enough? | • Learners name different types of food they eat.• Learners are guided to identify the amount of food they eat usingpictures.• Learners share experiences on what happened to them when they eat too much food (vomiting, stomach pains, diarrhoea, stomach upset, constipation). | Pictures of different meals, colours, crayons, felt pens, cameraFocus on Hygiene and nutrition Grade 2 learners’ workbook pg. 45-46 | Oral questions |  |
| 4 | 1 |  | Foods 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 localityIdentify the amount of food eaten by school going children in the localityMention dangers of eating too much or too little food for well-being | What type of food do you eat?How much food do you eat?What happens if you eat too much or too little food?Why is it important to eat food that is enough? | • Learners name different types of food they eat.• Learners are guided to identify the amount of food they eat usingpictures.• Learners share experiences on what happened to them when they eat too much food (vomiting, stomach pains, diarrhoea, stomach upset, constipation). | Pictures of different meals, colours, crayons, felt pens, cameraFocus on Hygiene and nutrition Grade 2 learners’ workbook pg. 45-46 | Oral questions |  |
|  | 2 |  | Good eating habits: apportioning food | By the end of the sub-strand, the learner should be able to:State how food is apportioned on a plateGive the importance of using the right amount of food while apportioning food on a plateState reasons for minimizing food wastageAppreciate variety of foods on a plate | How do I apportion food on a plate?Why should I use the right amount of food when apportioning?Why should we minimize food wastage? | • Learners are guided to brainstorm on how food should be apportionedon 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 showing plant protein and animal protein). | Pictures of different meals, colours, crayons, felt pens, cameraFocus on Hygiene and nutrition Grade 2 learners’ workbook pg. 47-48 | Oral questions |  |
| 5 | 1 |  | Good eating habits: apportioning food | By the end of the sub-strand, the learner should be able to:State how food is apportioned on a plateGive the importance of using the right amount of food while apportioning food on a plateState reasons for minimizing food wastageAppreciate variety of foods on a plate | How do I apportion food 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 tellthe importance of using the right amount of food while apportioningon a plate (to ensure that you do not eat only one group of foods, toensure variety, to minimize food wastage).• Learners are guided to identify suitable foods that promote health when apportioning using realia Or pictures or simulations | Pictures of different meals, colours, crayons, felt pens, cameraFocus on Hygiene and nutrition Grade 2 learners’ workbook pg. 47-48 | Oral questions |  |
|  | 2 |  | Food advertisement | By the end of the sub-strand, the learner should be able to:Tell the meaning of the word advertisementIdentify and advertisement on foodTell the effects of food advertisements on their feelingsTell how advertisement can influence their choice of food | What is food advertisement?How do food advertisements make you feel?How do advertisements influence your choice of food? | • 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).• Learners share experiences on how advertisements make them feel.• Learners are guided to tell how advertisements can influence our choice of foods.• Learners open and play several video clips on food advertisements and report their observations in class | Pictures of different meals, colours, crayons, felt pens, cameraFocus on Hygiene and nutrition Grade 2 learners’ workbook pg. 49-51 | Oral questions |  |
| 6 | 1 |  | Food advertisement | By the end of the sub-strand, the learner should be able to:Tell the meaning of the word advertisementIdentify and advertisement on foodTell the effects of food advertisements on their feelingsTell how advertisement can influence their choice of food | What is food advertisement?How do food advertisements make you feel?How do advertisements influence your choice of food? | • 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).• Learners share experiences on how advertisements makes them feel.• Learners are guided to tell how advertisements can influence ourchoice of foods. | Pictures of different meals, colours, crayons, felt pens, cameraFocus on Hygiene and nutrition Grade 2 learners’ workbook pg. 49-51 | Oral questions |  |
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| 7 | 1 |  | Food safety | By the end of the sub-strand, the learner should be able to:Mention hygiene practices while handling cooked foodMention factors to observe when buying food from a food vendorAppreciate the importance of observing hygiene when handling cooked food | How should we handle 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 say the hygiene practices toobserve when handlingcooked food (putting on aclean container that iscovered, storing in a cooland clean place, washinghands before handlingfood, using clean servingequipment, usingprotective gear) usingdemonstration, pictures,video clips and illustrations | Pictures of different meals, colours, crayons, felt pens, cameraFocus on Hygiene and nutrition Grade 2 learners’ workbook pg. 52-56 | Oral questions |  |
|  | 2 |  | Food safety | By the end of the sub-strand, the learner should be able to:Mention hygiene practices while handling cooked foodMention factors to observe when buying food from a food vendorAppreciate the importance of observing hygiene when handling cooked food | How should we handle 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 tomention factors to observewhen buying food fromfood vendors (cleanpremises/food containers;vendor wears protectivegear; fresh food; foodcovered/not flyflown/dusty; vendorpractices hygiene/ notmixing money and food)• learners role playpracticing hygiene as foodvendors | Pictures of different meals, colours, crayons, felt pens, cameraFocus on Hygiene and nutrition Grade 2 learners’ workbook pg. 52-56 | Oral questions |  |
| 8 | 1 |  | Food safety | By the end of the sub-strand, the learner should be able to:Mention hygiene practices while handling cooked foodMention factors to observe when buying food from a food vendorAppreciate the importance of observing hygiene when handling cooked food | How should we handle 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 tomention factors to observewhen buying food fromfood vendors (cleanpremises/food containers;vendor wears protectivegear; fresh food; foodcovered/not flyflown/dusty; vendorpractices hygiene/ notmixing money and food)• learners role playpracticing hygiene as foodvendors | Pictures of different meals, colours, crayons, felt pens, cameraFocus on Hygiene and nutrition Grade 2 learners’ workbook pg. 52-56 | Oral questions |  |
|  | 2 |  | Food safety | By the end of the sub-strand, the learner should be able to:Mention hygiene practices while handling cooked foodMention factors to observe when buying food from a food vendorAppreciate the importance of observing hygiene when handling cooked food | How should we handle 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 tomention factors to observewhen buying food fromfood vendors (cleanpremises/food containers;vendor wears protectivegear; fresh food; foodcovered/not flyflown/dusty; vendorpractices hygiene/ notmixing money and food)• learners role playpracticing hygiene as foodvendors | Pictures of different meals, colours, crayons, felt pens, cameraFocus on Hygiene and nutrition Grade 2 learners’ workbook pg. 52-56 | Oral questions |  |
| 9 | 1 | **SAFETY EDUCATION** | **Waste disposal in the** **classroom** | By the end of the sub-strand, the learner should be able to:a) identify types of waste found in the classroom,b) 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). | realia (dustbin, waste materials) charts, videos clips, pictures/illustrationsFocus on Hygiene and nutrition activities learners book pg. 57-59 | observation, oral questions |  |
|  | 2 |  | **Waste disposal in the** **classroom** | 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, | What waste is found in the classroom?Where do we put waste in the classroom? | Learners are guided to identify containers used to put waste in the classroom using pictures, illustration or video clips. | realia (dustbin, waste materials) charts, videos clips, pictures/illustrationsFocus on Hygiene and nutrition activities learners book pg. 57-59 | observation, oral questions |  |
|  |  |  | **Waste disposal in the** **classroom** | By the end of the sub-strand, the learner should be able to:mention the importance of waste disposal in the classroom,e) 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. | realia (dustbin, waste materials) charts, videos clips, pictures/illustrationsFocus on Hygiene and nutrition activities learners book pg. 57-59 | observation, oral questions |  |
|  |  |  | **Common** **accidents and** **Basic First aid** | By the end of the sub-strand, the learner should be able to:a) identify common accidents in the classroom | What are the common accidents in the classroom?2. What are the causes of 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 | pictures, charts, video clips, first aid kitFocus on Hygiene and nutrition activities learners book pg. 60-70 | observation, oral reports, oral questions |  |
|  |  |  | **Common** **accidents and** **Basic First aid** | By the end of the sub-strand, the learner should be able to: name the causes of common accidents in classroom | What are the common accidents in the classroom?2. What are the causes of 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 | pictures, charts, video clips, first aid kitFocus on Hygiene and nutrition activities learners book pg. 60-70 | observation, oral reports, oral questions |  |
|  |  |  | **Common** **accidents and** **Basic First aid** | By the end of the sub-strand, the learner should be able to: names way of preventing 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. | pictures, charts, video clips, first aid kitFocus on Hygiene and nutrition activities learners book pg. 60-70 | observation, oral reports, oral questions |  |
|  |  |  | **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, | What is the simple first aid for common accidents in the classroom? | Learners are guided to role play in carrying out First Aid for bumps, grazes and pricks. | pictures, charts, video clips, first aid kitFocus on Hygiene and nutrition activities learners book pg. 60-70 | observation, oral reports, oral questions |  |
|  |  |  | **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, | What is the simple first aid for common accidents in the classroom? | Learners are guided to role play in carrying out First Aid for bumps, grazes and pricks. | pictures, charts, video clips, first aid kitFocus on Hygiene and nutrition activities learners book pg. 60-70 | observation, oral reports, oral questions |  |
|  |  |  | **Common** **accidents and** **Basic First aid** | By the end of the sub-strand, the learner should be able to: develop responsibility in preventing accidents in the classroom. | how can these dangers in the classroom be prevented? | Learners are guided to develop a duty rota to arrange the class and report any dangers in the classroom | pictures, charts, video clips, first aid kitFocus on Hygiene and nutrition activities learners book pg. 60-70 | observation, oral reports, oral questions |  |