**GRADE 2 HYGIENE AND NUTRITION ACTIVITIES**

**TERM THREE SCHEME OF WORK**

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| W  E  E  K | I  S  N | STRANDS | S- STRAND | SPECIFIC LEARNING OUTCOMES | KEY  INQURY  QUESTION  S | 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 of taking meals and snacks at the right time. | 1. How many meals do we take in a day? 2. What is the difference between a meal and a snack?  3. Why should we take meals and snacks at the right time? | • 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. • 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 games | pictures of meals and snacks available in the locality, videos of people taking meals and snacks, realia of snacks and meals  Focus 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 plant sources 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 get from plants? 2. Which are the different parts of the plant that we get food from? 3. What foods do we get from animals? | • 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, roots, fruits, seeds and stem) using pictures or realia • Learners are guided to identify animals in their locality 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 meals  Focus 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 plant sources 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 get from plants? 2. Which are the different parts of the plant that we get food from? 3. What foods do we get from animals? | • 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, roots, fruits, seeds and stem) using pictures or realia • Learners are guided to identify animals in their locality 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 meals  Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 42-44 | Oral questions |  |
|  | 2 |  | Grouping of food | By the end of the sub-strand, the learner should be able to: a) mention foods from plant sources 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 get from plants? 2. Which are the different parts of the plant that we get food from? 3. What foods do we get from animals? | • 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, roots, fruits, seeds and stem) using pictures or realia • Learners are guided to identify animals in their locality 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 meals  Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 42-44 | Oral questions |  |
| 3 | 1 |  | Grouping of food | By the end of the sub-strand, the learner should be able to: a) mention foods from plant sources 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 get from plants? 2. Which are the different parts of the plant that we get food from? 3. What foods do we get from animals? | • 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, roots, fruits, seeds and stem) using pictures or realia • Learners are guided to identify animals in their locality 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 meals  Focus 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 locality  Identify the amount of food eaten by school going children in the locality  Mention 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 using pictures. • 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, camera  Focus 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 locality  Identify the amount of food eaten by school going children in the locality  Mention 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 using pictures. • 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, camera  Focus 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 plate  Give the importance of using the right amount of food while apportioning food on a plate  State reasons for minimizing food wastage  Appreciate 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 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 showing plant protein and animal protein). | Pictures of different meals, colours, crayons, felt pens, camera  Focus 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 plate  Give the importance of using the right amount of food while apportioning food on a plate  State reasons for minimizing food wastage  Appreciate 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 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 | Pictures of different meals, colours, crayons, felt pens, camera  Focus 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 advertisement  Identify and advertisement on food  Tell the effects of food advertisements on their feelings  Tell 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, camera  Focus 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 advertisement  Identify and advertisement on food  Tell the effects of food advertisements on their feelings  Tell 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 our choice of foods. | Pictures of different meals, colours, crayons, felt pens, camera  Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 49-51 | Oral questions |  |
|  | 2 |  | Food advertisement | By the end of the sub-strand, the learner should be able to:  Tell the meaning of the word advertisement  Identify and advertisement on food  Tell the effects of food advertisements on their feelings  Tell 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 our choice of foods. | Pictures of different meals, colours, crayons, felt pens, camera  Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 49-51 | Oral questions |  |
| 7 | 1 |  | Food safety | By the end of the sub-strand, the learner should be able to:  Mention hygiene practices while handling cooked food  Mention factors to observe when buying food from a food vendor  Appreciate 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 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 | Pictures of different meals, colours, crayons, felt pens, camera  Focus 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 food  Mention factors to observe when buying food from a food vendor  Appreciate 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 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 practicing hygiene as food vendors | Pictures of different meals, colours, crayons, felt pens, camera  Focus 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 food  Mention factors to observe when buying food from a food vendor  Appreciate 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 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 practicing hygiene as food vendors | Pictures of different meals, colours, crayons, felt pens, camera  Focus 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 food  Mention factors to observe when buying food from a food vendor  Appreciate 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 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 practicing hygiene as food vendors | Pictures of different meals, colours, crayons, felt pens, camera  Focus 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/illustrations  Focus 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/illustrations  Focus 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/illustrations  Focus 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 kit  Focus 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 kit  Focus 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 kit  Focus 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 kit  Focus 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 kit  Focus 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 kit  Focus on Hygiene and nutrition activities learners book pg. 60-70 | observation, oral reports, oral questions |  |