**Everyday Hygiene and Nutrition Activities**

**Grade 3 Scheme of Work**

**Term: Three Year:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wk** | **Lsn** | **Strand** | **Lesson** | **Specific learning outcomes** | **Learning Experiences** | **Key inquiry questions** | **Learning resources** | **Assessment** | **Reflection** |
| **1** | **1** |  | Foods that give us energy, make us grow and protect bodies from illnesses | By the end of the lesson, the learner should be able to group foods into energy giving, body building and protective foods | learners are guided to identify energy giving, body building and protective foods from their environment | Which foods give us energy?Which foods makes us grow?Which foods protect our bodies form illnesses? | Everyday Hygiene and Nutrition, Learner’s Book Grade 3 pg. 74-76 | Observationsoral questions  |  |
|  | **2** |  | Why should we eat from all the food groups? | By the end of the lesson, the learner should be able to appreciate the importance of eating from all the three food groups in a meal | Learners are guided to discuss the importance of eating foods from all the three groupsLearners to take pictureslearners to play digital games | Why should we eat food from the three foods groups in all our meals? | Everyday Hygiene and Nutrition, Learner’s Book Grade 3 pg. 77pictures, charts, computing devices, manila papers, crayons | Observationsoral questions  |  |
| **2** | **1** |  | Why some people eat too much or too little food | By the end of the lesson, the learner should be able to mention why some people eat too much or too little food | Learners are guided to give reasons why some people eat too much or too little food through discussions and stories | Why so some people eat too much or too little food? | Everyday Hygiene and Nutrition, Learner’s Book Grade 3 pg. 80pictures and charts | Observationsoral questions  |  |
|  | **2** |  | Problems of eating too much or too little food | By the end of the lesson, the learner should be able to mention why some people eat too much or too little food | Learners are guided to give reasons why some people eat too much or too little food through discussions and stories | What problems of eating too much or too little food? | Everyday Hygiene and Nutrition, Learner’s Book Grade 3 pg. 81 | Observationsoral questions  |  |
| **3** | **1** |  | How exercising keeps our bodies fit? | By the end of the lesson, the learner should be able to1. Give reasons why exercising is important in physical fitness
2. Appreciate the importance of doing adequate physical exercises
 | Learners are guided to identify the importance of engaging in physical exercisesLearners to keep record of their participation | How do exercising keep our body fit? | Everyday Hygiene and Nutrition, Learner’s Book Grade 3 pg. 82 | Observationsoral questions  |  |
|  | **2** |  | Cooked foods and raw foods | By the end of the lesson, the learner should be able to1. Mention the foods they eat in school and at home
2. Identify foods that are cooked before eating
3. List foods that are eaten raw
 | Learners to state the foods they eat in school and at homeLearners to group foods into raw and cooked food categories | Which foods should be cooked before eating?Which foods could be eaten raw? | Everyday Hygiene and Nutrition, Learner’s Book Grade 3 pg. 84food samples, pictures, charts, video clips | Observationsoral questions  |  |
| **4** | **1** |  | Storing food at home | By the end of the lesson, the learner should be able to1. Identify storage facilities for food at home
2. State where to store cooked and raw foods at home
 | learners are guided to identify areas where cooked and raw foods could be stored using pictures | How do we store cooked and raw foods? | Everyday Hygiene and Nutrition, Learner’s Book Grade 3 pg. 85Realia, pictures, video clips and raw foods | Observationsoral questions  |  |
|  | **2** |  | Things to check when storing foods | By the end of the lesson, the learner should be able to mention factors to observe when storing cooked and raw foods at home | Learners are guided to mention factors to observe when storing food | How do we store cooked and raw foods? | Everyday Hygiene and Nutrition, Learner’s Book Grade 3 pg. 87pictures, charts, foods on containers | Witten questions and oral questions |  |
| **5** | **1** |  | Why we have to store food properly | By the end of the lesson, the learner should be able to1. Give reasons for proper storage of food at home
2. Appreciate the importance of proper storage of food at home
 | Learners are guided to mention reasons for proper storage of foodlearners to role play how to store food | Why do we have to store food properly? | Everyday Hygiene and Nutrition, Learner’s Book Grade 3 pg. 88pictures, charts, foods on containers, sacks | Witten questions and oral questions |  |
|  | **2** | SAFETY EDUCATION | Common accidents in school | By the end of the lesson, the learner should be able to identify common accidents in the school | Learners to brainstorm on common accidents in the schoollearners to listen to stories and share experiences | What are the common accidents in the school? | Everyday Hygiene and Nutrition, Learner’s Book Grade 3 pg. 91pictures and charts | ObservationOral questions |  |
| **6** | **1** |  | Common accidents in school | By the end of the lesson, the learner should be able to identify common accidents in the school | Learners to brainstorm on common accidents in the schoollearners to listen to stories and share experiences | What are the common accidents in the school? | Everyday Hygiene and Nutrition, Learner’s Book Grade 3 pg. 92pictures and charts | ObservationOral questions |  |
|  | **2** |  | Causes of accidents in school | By the end of the lesson, the learner should be able to name the causes of common accidents in the school | Learners are guided to identify cause of common accidents in the classroom | What are the causes of common accidents in the school? | Everyday Hygiene and Nutrition, Learner’s Book Grade 3 pg. 93pictures and charts | written questionsOral questions |  |
| **7** | **1** |  | How to prevent accidents in school | By the end of the lesson, the learner should be able to name ways of preventing common accidents in the school | Learners are guided to tell how they can prevent common accidents in the school using demonstration | How can common accidents In school be prevented? | Everyday Hygiene and Nutrition, Learner’s Book Grade 3 pg. 95pictures and charts | ObservationOral questions |  |
|  | **2** |  | First aid | By the end of the lesson, the learner should be able to1. Mention simple first aid for common accidents in the classroom
2. Identify the things found in a first aid kit
 | Learners are guided to brainstorm on the materials found in a first aid kit and how to conduct simple first aid for common accidents in the school | How can we do simple first aid for common accidents in school?What things are found in the first aid kit? | Everyday Hygiene and Nutrition, Learner’s Book Grade 3 pg. 97pictures and charts, first aid kit | ObservationOral questions |  |
| **8** | **1** |  | First aid for fainting | By the end of the lesson, the learner should be able to tell the first aid for fainting | Learners are guided to tell the first aid for fainting | How do we do first aid for a person who has fainted? | Everyday Hygiene and Nutrition, Learner’s Book Grade 3 pg. 98pictures and charts | Creativity in role-playing |  |
|  | **2** |  | First aid for fainting | By the end of the lesson, the learner should be able to tell the first aid for fainting | Learners are guided to tell the first aid for fainting | How do we do first aid for a person who has fainted? | Everyday Hygiene and Nutrition, Learner’s Book Grade 3 pg. 100pictures and charts | Creativity in role-playing |  |
| **9** | **1** |  | First aid for nose bleeding | By the end of the lesson, the learner should be able to tell the first aid for nose bleeding | Learners are guided to tell the first aid for nose bleeding | How do we do first aid for a person who is nose bleeding? | Everyday Hygiene and Nutrition, Learner’s Book Grade 3 pg. 101pictures and charts | ObservationOral questions |  |
|  | **2** | CONSUMER EDUCATION | Which foods are sold in containers and packets | By the end of the lesson, the learner should be able to name various types of packaged foods sold in the locality | Learners are guided to name the various packed foods sold in their locality through realia, pictures | Which foods are sold in food containers and packets? | Everyday Hygiene and Nutrition, Learner’s Book Grade 3 pg. 104Empty food packages, pictures and charts | ObservationOral questions |  |
|  | **1** |  | What is written on food containers and packets? | By the end of the lesson, the learner should be able to identify the basic information on food containers and packets | Learners are guided to identify the basic information provided on packaged food using empty package materials or realia | What is written on food containers and packers? | Everyday Hygiene and Nutrition, Learner’s Book Grade 3 pg. 104Empty food packages, pictures and charts, manila paper, mark pen | ObservationOral questions |  |
|  | **2** |  | Why should we know the things written on food containers and packets? | By the end of the lesson, the learner should be able to appreciate the importance of the basic information found on food packets and containers | learners are guided to tell the importance of basic information found on food packets and containersLearners to take pictures | Why is it important to know the things written on food containers and packets? | Everyday Hygiene and Nutrition, Learner’s Book Grade 3 pg. 106Empty food packages, pictures and charts, video clips, computing devices |  |  |