GRADE 1 EVERYDAY HYGIENE AND NUTRITION

TERM TWO SCHEME OF WORK

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| SCHOOL | GRADE | LEARNING AREAS | TIME | YEAR |
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| WK  | LSN  | STRAND  | S-STRAND  | KEY INQUIRY QUESTION  | SPECIFIC LEARNING OUTCOME  | LEARNING EXPERIENCES  | RESOURCES & REFERENCE  | ASSESSMENT  | REFL  |
| 1 | 1 | PERSONAL HYGIENE | Show the toilet, latrine and urinal | Where Is the toilet, latrine and urinal? | By the end of the lesson the learner should be able to: 1. Locate the toilet, latrine and urinal from picture or realia
 | • Learners locate the ablution blockand identify a toilet/latrine andurinal.• Learners identify a toilet/ latrineusing charts, pictures, video clips | Everyday hygiene and nutrition learners bk. Pg. 31Pictures, charts, real toilet, latrine and urinal | Observation  Oral questioning  |  |
|  | 2 |  | Why we use the toilet or latrine | Why should we use the toilet/latrine and urinal appropriately? | By the end of the lesson the learner should be able to: 1. State why we need to use a toilet/latrine in our environment appropriately for the wellbeing of self and other
2. Appreciate the importance of using the toilet correctly within their environment
 | • Learners are guided to mentionwhy they need to use the toiletappropriately.• Learners are guided on how to usethe toilet/latrine and urinaland dispose off soiled materials | Everyday hygiene and nutrition learners bk. Pg. 32Pictures, charts, real toilet, latrine and urinal, toilet papers | Observation  Oral questioning  |  |
| 2 | 1 |  | Good use of the toilet/latrine and urinal | What material do we use for toileting purposes?What is toilet/latrine etiquette? | By the end of the lesson the learner should be able to: 1. Use appropriately a toilet/latrine and urinal in their locality
2. Dispose of soiled materials used in the toilet/latrine
3. Appreciate the importance of using the toilet correctly within their environment
 | • Learners observe simple toiletingetiquette (knocking the doorbefore accessing, flushing thetoilet, disposing off used materialsappropriately, unnecessarytouching of surfaces in thetoilet/latrine; not eating in thetoilet).• Learners role play on how to usethe toilet | Everyday hygiene and nutrition learners bk. Pg. 33Pictures, charts, real toilet, latrine and urinal, toilet papers | Observation  Oral questioning  |  |
|  | 2 | FOODS | Sources of food: Food at our place | Which foods are found at our place? | By the end of the lesson the learner should be able to: 1. Name the different sources of food in their locality
 | • Learners identify different sources offood in the locality using realia | Everyday hygiene and nutrition learners bk. Pg. 36Different foods, pictures of food, photos, video clips | Observation  Oral questioning  |  |
| 3 | 1 |  | Animal and plant food sources | Which foods do we get from animals?Which foods do we get from plants? | By the end of the lesson the learner should be able to: 1. Classify foods into plants and animal sources
 | • Learners classify the foods into plantand animal source.• Learners draw and colour pictures, onsources of food using computingdevices, paper, pencils, and crayons.• Learners play games on food sourcesusing computing devices.• Learners can take pictures of foodsources and display in class | Everyday hygiene and nutrition learners bk. Pg. 37Different foods, pictures of food, photos, video clips | Observation  Oral questioning  |  |
|  | 2 |  | Eating habits: foods we eat everyday | What food do I eat every day? | By the end of the lesson the learner should be able to: 1. Name different foods and drinks they take daily
 | • Learners name the foods and drinks theyconsume on daily basis.• In pairs, learners share experiences on thefoods and drinks they like and dislike. | Everyday hygiene and nutrition learners bk. Pg. 40Different foods, pictures of food, photos, video clips | Observation  Oral questioning  |  |
| 4 | 1 |  | Foods a like or dislike | Which foods do I like or dislike? | By the end of the lesson the learner should be able to: 1. Mention the foods and drinks they like and those that they dislike
 | • In pairs, learners share experiences on the foods and drinks they like and dislike.• Learners can take pictures of foods anddrinks they like or dislike using computing devices and display in class. | Everyday hygiene and nutrition learners bk. Pg. 41Charts, pictures, colours, crayons | Observation  Oral questioning  |  |
|  | 2 |  | Which foods are good for my teeth? | Which foods are good for my teeth?Which foods are bad for my teeth? | By the end of the lesson the learner should be able to: 1. Choose healthy foods for their teeth
 | • Learners are guided to mention foods that are good and bad for their teeth.• Learners draw and colour using computingdevices, paper, pencil or crayons; modelfoods that are good for their teeth.• Learners are guided to keep a daily log on the foods and drinks they choose to eat that are healthy for their teeth. | Everyday hygiene and nutrition learners bk. Pg. 42Charts, pictures, colours, crayons | Observation  Oral questioning  |  |
| 5 | 1 |  | Using our senses to know food: food we at home and school | Which foods do you eat at your home and school? | By the end of the lesson the learner should be able to: 1. Mention different foods eaten at home or at school
 | • Learners mention foods that they eat athome and at school• In groups, learners are provided with an assortment of food items from thelocality to look at, taste, feel and smell• Learners identify food items accordingto colour, taste, touch and smell• Learners draw and colour food itemsfound in the locality using computerapplications, paper, pencil, crayons• Learners can take pictures of differentfoods available in the locality usingdifferent computing devices and displayin class. | Everyday hygiene and nutrition learners bk. Pg. 44Charts, pictures, different foods. | Observation  Oral questioning  |  |
|  | 2 |  | Common foods at our locality | Which foods are available In the locality? | By the end of the lesson the learner should be able to: 1. Identify common foods in their locality
 | • Learners mention foods that they eat athome and at school• In groups, learners are provided with an assortment of food items from thelocality to look at, taste, feel and smell• Learners identify food items accordingto colour, taste, touch and smell• Learners draw and colour food itemsfound in the locality using computerapplications, paper, pencil, crayons• Learners can take pictures of differentfoods available in the locality usingdifferent computing devices and displayin class. | Everyday hygiene and nutrition learners bk. Pg. 45Charts, pictures, different foods. | Observation  Oral questioning  |  |
| 6 | 1 |  | Senses and food | Hod do different foods look, smell, touch or taste like? | By the end of the lesson the learner should be able to: 1. Look at, taste, and smell selected foods for fun
2. Appreciate different foods in the locality irrespective of colour, taste, touch and smell.
 | • Learners mention foods that they eat athome and at school• In groups, learners are provided with an assortment of food items from thelocality to look at, taste, feel and smell• Learners identify food items accordingto colour, taste, touch and smell• Learners draw and colour food itemsfound in the locality using computerapplications, paper, pencil, crayons• Learners can take pictures of differentfoods available in the locality usingdifferent computing devices and displayin class. | Everyday hygiene and nutrition learners bk. Pg. 46Charts, pictures, different foods, crayons | Observation  Oral questioning  |  |
|  | 2 |  | Cleaning fruits: fruits at our place | Which fruits do we eat in our locality? | By the end of the lesson the learner should be able to: 1. Mention fruits eaten within their locality
 | • Learners to be provided with anassortment of fruits from the locality toidentify.• Learners are guided to tell factors toconsider when choosing fruits (notrotten, withered, infested by pests,discoloured, dirty coated, bruised,mouldy or unripe)• In groups, learners are guided on how to wash fruits before eating (wash handsbefore washing fruit, wash using runningwater)• Learners can play games on choosingfruits to eat• Learners can use computing devices tosearch for other fruits eaten. | Everyday hygiene and nutrition learners bk. Pg. 49A variety of fruits, pictures, photos | Observation  Oral questioning  |  |
| 7 | 1 |  | Choosing fruits | How do we choose the fruits | By the end of the lesson the learner should be able to: 1. Choose good fruits
 | • Learners are guided to tell factors toconsider when choosing fruits (notrotten, withered, infested by pests,discoloured, dirty coated, bruised,mouldy or unripe)• In groups, learners are guided on how to wash fruits before eating (wash handsbefore washing fruit, wash using runningwater)• Learners can play games on choosingfruits to eat• Learners can use computing devices tosearch for other fruits eaten. | Everyday hygiene and nutrition learners bk. Pg. 50A variety of fruits, pictures, photos (good and bad) | Observation  Oral questioning  |  |
|  | 2 |  | Cleaning fruits | Why do we clean fruits we eat? | By the end of the lesson the learner should be able to: 1. Clean fruits before eating to prevent illness
 | • Learners are guided to tell factors toconsider when choosing fruits (notrotten, withered, infested by pests,discoloured, dirty coated, bruised,mouldy or unripe)• In groups, learners are guided on how to wash fruits before eating (wash handsbefore washing fruit, wash using runningwater)• Learners can play games on choosingfruits to eat• Learners can use computing devices tosearch for other fruits eaten. | Everyday hygiene and nutrition learners bk. Pg. 52A variety of fruits, water, fruits, basin | Observation  Oral questioning  |  |
| 8 | 1 |  | Why eat: how many times do you eat in a day? | How many times do you eat in a day? | By the end of the lesson the learner should be able to: 1. State the number of times they eat in a day
 | • Learners mention how many times they eat in a day; what they eat and drink during those times.• Learners name the foods eaten at different times of the day.• Learners state the reasons for eating food every day (for growth, to provide energy for daily activities, to stay healthy and prevent illness)• In groups, learners share experiences on activities that they do during the day that require energy.• Learners can draw and colour foods eaten at different times of the day using digital devices, paper, pencil, colours, crayons.• Learners can sing songs and recite poems on importance of eating daily | Everyday hygiene and nutrition learners bk. Pg. 56pictures | Observation  Oral questioning  |  |
|  | 2 |  | Foods we eat at different times | Which foods do you eat at different times of the day? | By the end of the lesson the learner should be able to: 1. Mention the foods they eat different time of the day
 | • Learners name the foods eaten at different times of the day.• Learners state the reasons for eating food every day (for growth, to provide energy for daily activities, to stay healthy and prevent illness)• In groups, learners share experiences on activities that they do during the day that require energy.• Learners can draw and colour foods eaten at different times of the day using digital devices, paper, pencil, colours, crayons.• Learners can sing songs and recite poems on importance of eating daily | Everyday hygiene and nutrition learners bk. Pg. 57pictures | Observation  Oral questioning  |  |
| 9 | 1 |  | Why do we eat every day? | Why is it important to eat food daily? | By the end of the lesson the learner should be able to: 1. State the reasons why we eat food every day
2. Appreciate the importance of eating food daily
 | • Learners state the reasons for eating food every day (for growth, to provide energy for daily activities, to stay healthy and prevent illness)• In groups, learners share experiences on activities that they do during the day that require energy.• Learners can draw and colour foods eaten at different times of the day using digital devices, paper, pencil, colours, crayons.• Learners can sing songs and recite poems on importance of eating daily | Everyday hygiene and nutrition learners bk. Pg. 57pictures | Observation  Oral questioning  |  |
|  | 2 |  | Good behaviour during mealtimes: meaning of mealtime and good behaviour when eating | What is good behaviour during mealtime? | By the end of the lesson the learner should be able to: 1. Name appropriate behaviour when eating foods that should be observed during mealtimes
 | • Learners name good eating behaviour to be observed during mealtimes (good posture at the table, serving what you can finish, eating food with the mouth closed, washing hands before and after eating, excuse oneself whenleaving the table, clearing one’s place on the table)• Learners are guided to explain why it isimportant to observe good eating behaviour during meal times (not to be offensive to others, to show respect, to avoid accidents).• Learners role play good behaviour during mealtimes | Everyday hygiene and nutrition learners bk. Pg. 60-61Assorted pictures of mealtimes | Observation  Oral questioning  |  |
| 10 | 1 |  | Why we show good behaviour during mealtimes? | Why is it important to observe good behaviour during mealtimes? | By the end of the lesson the learner should be able to: 1. State why it is important to have good behaviour during meal times
 | • Learners are guided to explain why it isimportant to observe good eating behaviour during meal times (not to be offensive to others, to show respect, to avoid accidents).• Learners role play good behaviour during mealtimes | Everyday hygiene and nutrition learners bk. Pg. 62Assorted pictures of mealtimes | Observation  Oral questioning  |  |
|  | 2 |  | Buying food: where do we buy food? | Why do we buy food? | By the end of the lesson the learner should be able to: 1. Identify the different places in the community where food is bought
 | • Learners share experiences on places where food is sold in the community (market, shops, butchery, supermarket, kiosk, open air market, green grocers, hotel/restaurant, kiosks, food vendors)• Learners name the foods bought from the different places.• Learners’ role play buying food from different outlets• Learners can play games on buying food from different places using computing devices.• Learners can take pictures of different food outlets and display in class. | Everyday hygiene and nutrition learners bk. Pg. 64Pictures of food outlets, video clips on food outlets | Observation  Oral questioning  |  |
| 11 | 1 |  | The food we buy | What type of food do we buy at the different places? | By the end of the lesson the learner should be able to: 1. Name foods bought from different places in the community
 | • Learners name the foods bought from the different places.• Learners’ role play buying food from different outlets• Learners can play games on buying food from different places using computing devices.• Learners can take pictures of different food outlets and display in class. | Everyday hygiene and nutrition learners bk. Pg. 65Pictures of food outlets, video clips on food outlets | Observation  Oral questioning  |  |
|  | 2 |  | The food we buy | What type of food do we buy at the different places? | By the end of the lesson the learner should be able to: 1. Name foods bought from different places in the community
 | • Learners name the foods bought from the different places.• Learners’ role play buying food from different outlets• Learners can play games on buying food from different places using computing devices.• Learners can take pictures of different food outlets and display in class. | Everyday hygiene and nutrition learners bk. Pg. 65Pictures of food outlets, video clips on food outlets | Observation  Oral questioning  |  |