GRADE 1 EVERYDAY HYGIENE AND NUTRITION

TERM TWO SCHEME OF WORK

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SCHOOL | GRADE | LEARNING AREAS | TIME | YEAR |
|  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| W  K | LSN | STRAND | S-STRAND | KEY  INQUIRY  QUESTIO  N | SPECIFIC LEARNING OUTCOME | LEARNING  EXPERIENCES | RESOURCES  &  REFERENCE | ASSESSME  NT | 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 block and identify a toilet/latrine and urinal. • Learners identify a toilet/ latrine using charts, pictures, video clips | Everyday hygiene and nutrition learners bk. Pg. 31  Pictures, 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 mention why they need to use the toilet appropriately. • Learners are guided on how to use the toilet/latrine and urinal and dispose off soiled materials | Everyday hygiene and nutrition learners bk. Pg. 32  Pictures, 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 toileting etiquette (knocking the door before accessing, flushing the toilet, disposing off used materials appropriately, unnecessary touching of surfaces in the toilet/latrine; not eating in the toilet). • Learners role play on how to use the toilet | Everyday hygiene and nutrition learners bk. Pg. 33  Pictures, 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 of food in the locality using realia | Everyday hygiene and nutrition learners bk. Pg. 36  Different 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 plant and animal source. • Learners draw and colour pictures, on sources of food using computing devices, paper, pencils, and crayons. • Learners play games on food sources using computing devices. • Learners can take pictures of food sources and display in class | Everyday hygiene and nutrition learners bk. Pg. 37  Different 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 they consume on daily basis. • In pairs, learners share experiences on the foods and drinks they like and dislike. | Everyday hygiene and nutrition learners bk. Pg. 40  Different 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 and drinks they like or dislike using computing devices and display in class. | Everyday hygiene and nutrition learners bk. Pg. 41  Charts, 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 computing devices, paper, pencil or crayons; model foods 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. 42  Charts, 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 at home and at school • In groups, learners are provided with an assortment of food items from the locality to look at, taste, feel and smell • Learners identify food items according to colour, taste, touch and smell • Learners draw and colour food items found in the locality using computer applications, paper, pencil, crayons • Learners can take pictures of different foods available in the locality using different computing devices and display in class. | Everyday hygiene and nutrition learners bk. Pg. 44  Charts, 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 at home and at school • In groups, learners are provided with an assortment of food items from the locality to look at, taste, feel and smell • Learners identify food items according to colour, taste, touch and smell • Learners draw and colour food items found in the locality using computer applications, paper, pencil, crayons • Learners can take pictures of different foods available in the locality using different computing devices and display in class. | Everyday hygiene and nutrition learners bk. Pg. 45  Charts, 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 at home and at school • In groups, learners are provided with an assortment of food items from the locality to look at, taste, feel and smell • Learners identify food items according to colour, taste, touch and smell • Learners draw and colour food items found in the locality using computer applications, paper, pencil, crayons • Learners can take pictures of different foods available in the locality using different computing devices and display in class. | Everyday hygiene and nutrition learners bk. Pg. 46  Charts, 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 an assortment of fruits from the locality to identify. • Learners are guided to tell factors to consider when choosing fruits (not rotten, withered, infested by pests, discoloured, dirty coated, bruised, mouldy or unripe) • In groups, learners are guided on how to wash fruits before eating (wash hands before washing fruit, wash using running water) • Learners can play games on choosing fruits to eat • Learners can use computing devices to search for other fruits eaten. | Everyday hygiene and nutrition learners bk. Pg. 49  A 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 to consider when choosing fruits (not rotten, withered, infested by pests, discoloured, dirty coated, bruised, mouldy or unripe) • In groups, learners are guided on how to wash fruits before eating (wash hands before washing fruit, wash using running water) • Learners can play games on choosing fruits to eat • Learners can use computing devices to search for other fruits eaten. | Everyday hygiene and nutrition learners bk. Pg. 50  A 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 to consider when choosing fruits (not rotten, withered, infested by pests, discoloured, dirty coated, bruised, mouldy or unripe) • In groups, learners are guided on how to wash fruits before eating (wash hands before washing fruit, wash using running water) • Learners can play games on choosing fruits to eat • Learners can use computing devices to search for other fruits eaten. | Everyday hygiene and nutrition learners bk. Pg. 52  A 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. 56  pictures | 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. 57  pictures | 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. 57  pictures | 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 when leaving the table, clearing one’s place on the table) • Learners are guided to explain why it is important 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. 60-61  Assorted 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 is important 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. 62  Assorted 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. 64  Pictures 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. 65  Pictures 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. 65  Pictures of food outlets, video clips on food outlets | Observation    Oral questioning |  |