**LESSON PLAN HYGIENE AND NUTRITION ACTIVITIES**

**Week: Lesson:**

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| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****FOODS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Basic tastes of food**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to identify the four basic tastes in a variety of foods.

**KEY INQUIRY QUESTION (s)**

How do the foods you eat taste?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * Critical thinking * Communication and collaboration * Creativity and imagination | * Respect | * Health issues |

**LEARNING RESOURCES**

Picture of different types of food.

Colours, crayons or felt pens.

Food items.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 36-37.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide the learners to identify the food items provided in the picture on learner’s workbook pg. 36 .

***Step 2:*** Learners to fill the table to show their taste.

***Step 3:*** Guide the learners to draw the food they like to eat in the spaces provided.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Foods have different taste.

**EXTENSION OF ACTIVITIES**

Learners to appreciate food and its taste.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN HYGIENE AND NUTRITION ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****FOODS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Basic tastes of food**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to:-

1. Classify foods according to their tastes.
2. Appreciate the different foods have different taste.

**KEY INQUIRY QUESTION (s)**

How do the foods you eat taste?

Which are the four basic tastes of food?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * Critical thinking * Communication and collaboration * Creativity and imagination | * Respect | * Health issues |

**LEARNING RESOURCES**

Picture of different types of food.

Colours, crayons or felt pens.

Food items.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 36-37.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide the learners to identify the food items provided in the picture on learner’s workbook pg. 36 .

***Step 2:*** Learners to fill the table to show their taste.

***Step 3:*** Guide the learners to draw the food they like to eat in the spaces provided.

***Step 4:*** After drawing and coloring them, learners to state the taste of the food according the groups provided in the learners workbook.

***Step 5:*** Allow the learners to bring different food items. Group them according to taste.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Foods have different taste.

**EXTENSION OF ACTIVITIES**

Learners to appreciate food and its taste*.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN HYGIENE AND NUTRITION ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****FOODS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Eating habits**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to mention what family members and friends eat and drink

**KEY INQUIRY QUESTION (s)**

What foods and drinks are taken by our family members and friends?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * Critical thinking * Communication and collaboration * Creativity and imagination | * Responsibility * Love * Respect | * Health issues * Life skills |

**LEARNING RESOURCES**

Picture of different food items.

Colours, pencil.

Video clip showing different types of food.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 38-39.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide the learners to identify the food items drawn in the learner’s workbook.

***Step 2:*** Learners to write in the spaces provided the foods they dislike.

***Step 3:*** Guide the learners by emphasizing on the importance of food for our health.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Healthy eating habits is good for health.

**EXTENSION OF ACTIVITIES**

Learners to appreciate food and its taste.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN HYGIENE AND NUTRITION ACTIVITIES**

**Week: Lesson:**

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| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC: FOODS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Eating habits**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to identify the food likes and dislikes of family members and friends

**KEY INQUIRY QUESTION (s)**

What foods and drinks are liked and disliked by our family members and friends?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * Critical thinking * Communication and collaboration * Creativity and imagination | * Responsibility * Love * Respect | * Health issues * Life skills |

**LEARNING RESOURCES**

Picture of different food items.

Colours, pencil.

Video clip showing different types of food.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 38-39.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide the learners to identify the food items drawn in the learner’s workbook.

***Step 2:*** Learners to list the foods found in their community

***Step 2:*** Learners to write in the spaces provided the foods they like and dislike.

***Step 3:*** Guide the learners to draw the food items found in their community.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Healthy eating habits is good for health.

**EXTENSION OF ACTIVITIES**

Learners to appreciate food and its taste.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN HYGIENE AND NUTRITION ACTIVITIES**

**Week: Lesson:**

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| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****FOODS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Eating habits**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to:-

1. Give reasons why different people like different foods.
2. Appreciate the likes and dislikes of food of various people.

**KEY INQUIRY QUESTION (s)**

Why do different people like different foods?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * Critical thinking * Communication and collaboration * Creativity and imagination * Self-efficacy | * Responsibility * Respect * Citizenship | * Health issues * Life skills |

**LEARNING RESOURCES**

Picture of different food items.

Colours, pencil.

Video clip showing different types of food.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 38-39.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide the learners to identify the food items drawn in the learner’s workbook .

***Step 2:*** Learners to bring pictures of different foods found in their community. Guide them to appreciate the food as a source of nutrients.

***Step 3:*** Guide learners in answering the questions provided on the page 39 of the learners workbook.

***Step 4:*** Learners to reflect about the food they eat and what it contributes in building the body.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Healthy eating habits is good for health.

**EXTENSION OF ACTIVITIES**

Learners to appreciate food and its taste*.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN HYGIENE AND NUTRITION ACTIVITIES**

**Week: Lesson:**

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| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**SUBSTRAND/THEME/TOPIC: FOODS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Meals and snacks**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to tell the number of meals taken in a day.

**KEY INQUIRY QUESTION (s)**

How many meals do we take in a day?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * Critical thinking * Communication and collaboration * Creativity and imagination | * Responsibility * Love * Respect | * Health issues * Life skills |

**LEARNING RESOURCES**

Picture of different types of meals and snacks.

Colours, crayons or felt pens.

Computer and internet.

Nearby supermarket.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 40-42.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide the learners to observe the picture of Joro takin breakfast on page 40 of the learner’s workbook.

***Step 2:*** Learners to tell the meal Joro is eating.

***Step 3:*** Guide learners by presenting a plate of food and they discuss when such meal is taken during the day. Guide the discussion to bring out the times food is eaten during the day and what is referred to: breakfast, lunch and supper.

***Step 4:*** Ask learners to state the foods they eat in between meals. Guide learners to call these foods snacks.

***Step 5:*** Learners to draw their favourite snack.

**SUMMARY**

Review the lesson.

**CONCLUSION (Assessment of Learning)**

Snacks provide extra nutrients for the body.

**EXTENSION OF ACTIVITIES**

Learners to appreciate the supermarket as a place to buy different types of food.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN HYGIENE AND NUTRITION ACTIVITIES**

**Week: Lesson:**

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| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC: FOODS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Meals and snacks**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to:-

1. Differentiate between a meal and a snack from food items in the locality.
2. Embrace the importance of taking meals and snacks at the right time.

**KEY INQUIRY QUESTION (s)**

What is the difference between a meal and a snack?

Why should we take meals and snacks at the right time?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * Critical thinking * Communication and collaboration * Creativity and imagination | * Responsibility * Love * Respect | * Health issues * Life skills |

**LEARNING RESOURCES**

Picture of different types of meals and snacks.

Colours, crayons or felt pens.

Computer and internet.

Nearby supermarket.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 40-42.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide Learners to tell the meal Joro is eating.

***Step 2:*** Guide learners by presenting a plate of food and they discuss when such meal is taken during the day. Guide the discussion to bring out the times food is eaten during the day and what is referred to: breakfast, lunch and supper.

***Step 3:*** Ask learners to state the foods they eat in between meals. Guide learners to call these foods snacks.

***Step4:*** Learners to draw their favourite snack and appreciate that snacks provide extra nutrients and also help to prevent overeating at meal times.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Snacks provide extra nutrients for the body

**EXTENSION OF ACTIVITIES**

Learners to appreciate the supermarket as a place to buy different types of food.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN HYGIENE AND NUTRITION ACTIVITIES**

**Week: Lesson:**

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| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****FOODS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Grouping of food**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to mention foods from plant sources within their locality

**KEY INQUIRY QUESTION (s)**

What foods do we get from plants?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * Critical thinking * Communication and collaboration * Creativity and imagination | * Responsibility * Love * Respect | * Health issues * Life skills |

**LEARNING RESOURCES**

Picture of different types of foods from animals and plants.

Colours, crayons or felt pens.

Computer/tablet and internet.

Nearby supermarket.

Nearby farm.

Realia- food items from plants. And animals.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 42-44.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide Learners to tick the foods from plants in the learner’s workbook page 43.

***Step 2:*** Provide learners with pictures showing parts of the plants.

***Step 3:*** learners to identify the parts of the plants using the words provided.

***Step4:*** Learners to suggest foods that are from the parts of the plant.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Different parts of plants are eaten. E.g. leaf

**EXTENSION OF ACTIVITIES**

*L*earners to appreciate the farm and supermarket as a place that grows and sell food respectively

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN HYGIENE AND NUTRITION ACTIVITIES**

**Week: Lesson:**

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| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****FOODS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Grouping of food**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to mention foods from animal sources within their locality.

**KEY INQUIRY QUESTION (s)**

What foods do we get from animals?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * Critical thinking * Communication and collaboration * Creativity and imagination | * Responsibility * Love * Respect | * Health issues * Life skills |

**LEARNING RESOURCES**

Picture of different types of foods from animals and plants.

Colours, crayons or felt pens.

Computer/tablet and internet.

Nearby supermarket.

Nearby farm.

Realia- food items from plants. And animals.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 42-44.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide Learners to tick the foods from animals in the learner’s workbook page 43.

***Step 2:*** Provide learners with pictures showing parts of the animals.

***Step 3:*** learners to identify the parts of the animals using the words provided.

***Step4:*** Learners to suggest foods that are from the parts of the animals.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Animals give us various food products e.g. meat

**EXTENSION OF ACTIVITIES**

Learners to appreciate the farm and supermarket as a place that grows and sell food respectively

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN HYGIENE AND NUTRITION ACTIVITIES**

**Week: Lesson:**

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| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC: FOODS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Grouping of food**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to:-

1. Group foods according to different parts of the plants that they come from.
2. Mention different foods from animal sources with the locality.

**KEY INQUIRY QUESTION (s)**

Which are the different parts of the plant that we get food from?

What foods do we get from animals?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * Critical thinking * Communication and collaboration * Creativity and imagination | * Responsibility * Love * Respect | * Health issues * Life skills |

**LEARNING RESOURCES**

Picture of different types of foods from animals and plants.

Colours, crayons or felt pens.

Computer/tablet and internet.

Nearby supermarket.

Nearby farm.

Realia- food items from plants. And animals.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 42-44.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide Learners to tick the foods from plant and animals in the learner’s workbook page 43.

***Step 2:*** Provide learners with pictures showing parts of the animals and plants.

***Step 3:*** learners to identify the parts of the animals and plants and what they provide us with.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Animals and plants give us various food products

**EXTENSION OF ACTIVITIES**

Learners to appreciate the farm and supermarket as a place that grows and sell food respectively

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN HYGIENE AND NUTRITION ACTIVITIES**

**Week: Lesson:**

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| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****FOODS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Grouping of food**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to:-

1. Group foods according to different parts of the plants that they come from.
2. Mention different foods from animal sources with the locality.

**KEY INQUIRY QUESTION (s)**

Which are the different parts of the plant that we get food from?

What foods do we get from animals?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * Critical thinking * Communication and collaboration * Creativity and imagination | * Responsibility * Love * Respect | * Health issues * Life skills |

**LEARNING RESOURCES**

Picture of different types of foods from animals and plants.

Colours, crayons or felt pens.

Computer/tablet and internet.

Nearby supermarket.

Nearby farm.

Realia- food items from plants. And animals.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 42-44

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Learners to collect pictures of animals and plants that provide us with food.

***Step 2:*** Learners to pin the pictures on the notice board in the class and let them discuss what food we get from them.

***Step 3:*** Allow learners to browse the internet to see animals and plants that provide us with food.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Animals and plants give us various food products

**EXTENSION OF ACTIVITIES**

Learners to appreciate the farm and supermarket as a place that grows and sell food respectively

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN HYGIENE AND NUTRITION ACTIVITIES**

**Week: Lesson:**

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| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****FOODS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Foods for school going children**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to:-

1. Mention foods eaten by school going children in the locality.
2. Identify the amount of food eaten by school going children in the locality.

**KEY INQUIRY QUESTION (s)**

What type of food do you eat?

How much food do you eat?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * Critical thinking * Communication and collaboration * Creativity and imagination | * Responsibility * Unity | * Health issues * Child protection |

**LEARNING RESOURCES**

Picture of different meals.

Colours, crayons or felt pens.

Camera.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 45-47.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide Learners in observing the picture of Jill and Bill drawn on page 45 of the learner’s book.

***Step 2:*** Learners to observe the meal and identify the food being eaten.

***Step 3:*** learners to discuss whether the food is too much or too little.

***Step 4:*** Lead learners into a discussion on the effects of eating too much or too little food.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

A meal should be balanced and adequate.

**EXTENSION OF ACTIVITIES**

Learners to advocate for children in eating adequate food.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN HYGIENE AND NUTRITION ACTIVITIES**

**Week: Lesson:**

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| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****FOODS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Foods for school going children**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to mention dangers of eating too much or too little food for well-being.

**KEY INQUIRY QUESTION (s)**

What happens if you eat too much or little food?

Why is it important to eat food that is enough?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * Critical thinking * Communication and collaboration * Creativity and imagination | * Responsibility * Unity | * Health issues * Child protection |

**LEARNING RESOURCES**

Picture of different meals.

Colours, crayons or felt pens.

Camera.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 45-47.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide Learners in observing the picture provided f a boy eating a lot of food and another boy with enough food but playing and not eating on page 46 of the learner’s workbook.

***Step 2:*** Guide the learners to discuss what would happen to the two boys. Bring out the fact that food can be a determining factor. Health should be another.

***Step 3:*** Allow learners to list the food they eat in a day. Lead a discussion to list the consequences of eating too much or too little food.

***Step 4:*** Learners to draw a plate with food they eat and the right amount for them according to them. Allow them t decide whether the food is adequate, too much or too little.

***Step 5:*** Lead learners to discuss and bring out that the learner should eat what is enough for them according to their size, age and activity.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

A meal should be balanced and adequate.

**EXTENSION OF ACTIVITIES**

Learners to advocate for children in eating adequate food.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN HYGIENE AND NUTRITION ACTIVITIES**

**Week: Lesson:**

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| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****FOODS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Good eating habits: apportioning food.**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to:-

1. State how food is apportioned on a plate.
2. Give the importance of using the right amount of food while apportioning food on a plate.

**KEY INQUIRY QUESTION (s)**

How do I apportion food on the plate?

Why should I use the right amount of food when apportioning?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * Critical thinking * Communication and collaboration * Creativity and imagination * Self-efficacy | * Respect * Social justice | * Health issues |

**LEARNING RESOURCES**

Picture of different foods.

Colours, crayons or felt pens.

Computer and internet

Realia: real foods.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 47-49.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide Learners in observing the picture of a plate having food.

***Step 2:*** Guide the learners to see the plate is divided into three: one third has rice, which is energy giving food, the other third has meat which is body building food and the other third has vegetable that is a protective food.

***Step 3:*** Lead learners in a discussion to encourage the learners to eat healthy portions of three types of food.

***Step 4:*** Allow learners to draw a plate of food that is available in their locality and apportion in three groups.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

It is important to plan for meals

**EXTENSION OF ACTIVITIES**

Learners to appreciate and discuss food portion for healthy living*.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN HYGIENE AND NUTRITION ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC: FOODS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Good eating habits: apportioning food.**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to:-

1. State reasons for minimizing food wastage.
2. Appreciate variety of foods on a plate.

**KEY INQUIRY QUESTION (s)**

Why should we minimize food wastage?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * Critical thinking * Communication and collaboration * Creativity and imagination * Self-efficacy | * Respect * Social justice | * Health issues |

**LEARNING RESOURCES**

Picture of different foods.

Colours, crayons or felt pens.

Computer and internet.

Realia: real foods.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 47-49.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide Learners in observing the picture of a plate having food.

***Step 2:*** Guide the learners to see the plate is divided into three: one third has rice, which is energy giving food, the other third has meat which is body building food and the other third has vegetable that is a protective food.

***Step 3:*** Lead learners in a discussion to encourage the learners to eat healthy portions of three types of food.

***Step 4:*** Allow learners to draw a plate of food that is available in their locality and apportion in three groups.

***Step 5:*** Guide learners to answer the questions provided. As they answer the questions it will give them an opportunity to think about what to consider when serving food.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

It is important to plan for meals

**EXTENSION OF ACTIVITIES**

Learners to appreciate and discuss food portion for healthy living.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN HYGIENE AND NUTRITION ACTIVITIES**

**Week: Lesson:**

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| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**SUBSTRAND/THEME/TOPIC:****FOODS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Food advertisement**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to tell the meaning of the word advertisement.

**KEY INQUIRY QUESTION (s)**

What is food advertisement?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * Critical thinking * Communication and collaboration * Creativity and imagination * Digital literacy | * Respect * Responsibility | * Environmental issues |

**LEARNING RESOURCES**

Picture of different advertisement.

Colours, crayons or felt pens.

Computer and internet.

Shopping Centre.

Computer, television to watch advertisement.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 49-51.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** A picture is provided showing a dish of attractive food and packet of spices next to it. This implies that if you buy the spices your food will be as tasty as the food in the picture.

***Step 2:*** Allow the learners to study the picture and discuss the questions provided.

***Step 3:*** Guide the discussion to bring out that such persuasion to buy the spices is called advertisement.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Take care on advertisement so that you don’t buy what you don’t need.

**EXTENSION OF ACTIVITIES**

Learners to appreciate and discuss advertisement in their community.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN HYGIENE AND NUTRITION ACTIVITIES**

**Week: Lesson:**

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| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****FOODS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Food advertisement**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to:-

1. Identify and advertisement on food.
2. Tell the effects of food advertisements on their feelings.

**KEY INQUIRY QUESTION (s)**

How do food advertisement make you feel?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * Critical thinking * Communication and collaboration * Creativity and imagination * Digital literacy | * Respect * Responsibility | * Environmental issues |

**LEARNING RESOURCES**

Picture of different advertisement.

Colours, crayons or felt pens.

Computer and internet.

Shopping Centre.

Computer, television to watch advertisement.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 49-51.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Display different pictures of newspapers and magazines to see different advertisement.

***Step 2:*** Learners to identify what is being advertised.

***Step 3:*** Guide learners to take care not to be persuaded to buy a product they don’t need or one that is overpriced because of an advertisement.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Take care on advertisement so that you don’t buy what you don’t need.

**EXTENSION OF ACTIVITIES**

Learners to appreciate and discuss advertisement in their community.

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN HYGIENE AND NUTRITION ACTIVITIES**

**Week: Lesson:**

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| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC: FOODS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Food advertisement**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to tell how advertisement can influence their choice of food.

**KEY INQUIRY QUESTION (s)**

How do advertisement influence your choice of food?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * Critical thinking * Communication and collaboration * Creativity and imagination * Digital literacy | * Respect * Responsibility | * Environmental issues |

**LEARNING RESOURCES**

Picture of different advertisement.

Colours, crayons or felt pens.

Computer and internet.

Shopping Centre.

Computer, television to watch advertisement.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 49-51.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Play a tape recorder or use a computer to play different advertisements for the learners to listen to and identify what is being advertised.

***Step 2:*** Guide learners to answer the questions provided to give them an opportunity to think about advertisements.

***Step 3:*** Guide learner’s t role play advertisement of a favorite food.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Take care on advertisement so that you don’t buy what you don’t need.

**EXTENSION OF ACTIVITIES**

Learners to appreciate and discuss advertisement in their community*.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN HYGIENE AND NUTRITION ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****FOODS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Food safety**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to mention hygiene practices while handling cooked food.

**KEY INQUIRY QUESTION (s)**

How should we handle cooked food?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * Critical thinking * Communication and collaboration * Creativity and imagination | * Appreciation * Peace * Integrity | * Health issues * Financial literacy |

**LEARNING RESOURCES**

Picture of different kinds of shops.

Colours, crayons or felt pens.

Computer and internet.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 52-56.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners on a picture of Tandi serving Tim with a meal on learner’s book page 52.

***Step 2:*** Guide learners to see that there are a lot of flies and Tandi’s hand is not clean.

***Step 3:*** Allow the learners to discuss the picture and identify these unhygienic practices.

***Step 4:*** Lead learners in a discussion to bring out the importance of hygiene when handling food.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Use clean hands when handling food.

**EXTENSION OF ACTIVITIES**

Learners to appreciate and discuss the places for buying food in their community

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN HYGIENE AND NUTRITION ACTIVITIES**

**Week: Lesson:**

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| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:****FOODS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Food safety**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to mention hygiene practices while handling cooked food.

**KEY INQUIRY QUESTION (s)**

How should we handle cooked food?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * Critical thinking * Communication and collaboration * Creativity and imagination | * Appreciation * Peace * Integrity | * Health issues * Financial literacy |

**LEARNING RESOURCES**

Picture of different kinds of shops.

Colours, crayons or felt pens.

Computer and internet.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 52-56.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION.**

Review the previous lesson

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners on a picture of Jim serving Tom with a meal on learner’s book page 53.

***Step 2:*** Guide learners to study the picture and state the difference with the picture of Tandi and Tim.

***Step 3:*** Allow the learners to list the differences they see.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Use clean hands when handling food.

**EXTENSION OF ACTIVITIES**

Learners to appreciate and discuss the places for buying food in their community

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN HYGIENE AND NUTRITION ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC: FOODS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Food safety**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to mention factors to observe when buying food from a food vendor.

**KEY INQUIRY QUESTION (s)**

What should we look for when buying food from vendors?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * Critical thinking * Communication and collaboration * Creativity and imagination | * Appreciation * Peace * Integrity | * Health issues * Financial literacy |

**LEARNING RESOURCES**

Picture of different kinds of shops.

Colours, crayons or felt pens.

Computer and internet

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 52-56.

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners on a picture of a butcher selling meat on page 54 of the learner’s book.

***Step 2:*** Guide learners to answer the questions to bring out the hygienic practices they see.

***Step 3:*** Learners to list the hygienic practices they have seen.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Buy food from a clean shop and vendor

**EXTENSION OF ACTIVITIES**

Learners to appreciate and discuss the places for buying food in their community

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN HYGIENE AND NUTRITION ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC: FOODS**

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Food safety**

**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to:-

1. Mention factors to observe when buying food from a food vendor.
2. Appreciate the importance of observing hygienic when handling cooked food.

**KEY INQUIRY QUESTION (s)**

Why should we observe hygiene practices when handling cooked food?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * Critical thinking * Communication and collaboration * Creativity and imagination | * Appreciation * Peace * Integrity | * Health issues * Financial literacy |

**LEARNING RESOURCES**

Picture of different kinds of shops

Colours, crayons or felt pens

Computer and internet

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 52-56

**ORGANIZATION OF LEARNING**

Learners to work in pairs or groups.

**INTRODUCTION**

Review the previous lesson.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners on a picture of a lady at the market selling food near a toilet on page 55 of the leaners book.

***Step 2:*** Guide learners to discuss what they see.

***Step 3:*** Learners to discuss and outline that foods should not be sold near a toilet and that one should buy food from a clean vendor.

***Step 4:*** Guide learners to answer and discuss the questions provided on page 55 of the learners workbook.

***Step 5:*** provide learners with pencil and colours to draw a shop selling bread and cake.

***Step 6:*** Learners to role play buying and selling of cooked in a shop.

**SUMMARY**

Review the lesson

**CONCLUSION (Assessment of Learning)**

Buy food from a clean shop and vendor

Cook food in a clean environment.

**EXTENSION OF ACTIVITIES**

Learners to appreciate and discuss the places for buying food in their community

**REFLECTION ON THE LESSON/SELF-REMARKS**