

**GRADE 3 HYGIENE AND NUTRITION ACTIVITIES
TERM ONE SCHEME OF WORK**

SCHOOL	PP/GRADE	LEARNING AREAS	TIME	YEAR

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFL
1	1-5								
2	1	Health practices	Importance of Breakfast	By the end of the lesson, the learner should be able to: a) State the meaning of the word breakfast. b) Identify when breakfast is taken during the day.	What is breakfast? Why is it important to eat and drink something in the morning?	Learners to begin practicing health habits (good health, prevent illness, proper growth and development, prevent infestation with parasites) Learners to share experiences that bring out the importance of practising health habits. Learners to record of the health habits they practise on a daily basis	Pictures of different types of food eaten for breakfast Pencils and colours Computers/tablets Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 1	1.Observation 2.Oral questions 3.written questions	

2		Importance of Breakfast	By the end of the lesson, the learner should be to: a) Name food items taken during the breakfast	What is breakfast? Why is it important to eat and drink something in the morning?	Guide learners in practising practicing health habits (good health, prevent illness, proper growth and development, prevent infestation with parasites) Learners to share experiences that bring out the importance of practising health habits. record of the health habits they practise on a daily basis	Pictures of different types of food eaten for breakfast Pencils and colours Computers/tablets Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 2	1.Observation 2.Oral questions 3.written questions	
3		Importance of Breakfast	By the end of the lesson, the learner should be to: a. Tell the importance of eating breakfast as a healthy habit. b. Appreciate the importance of taking breakfast in the morning.	What is breakfast? Why is it important to eat and drink something in the morning?	practicing health habits (good health, prevent illness, proper growth and development, prevent infestation with parasites) share experiences that bring out the importance of practicing health habits. record of the health habits they Practise on a daily basis	Pictures of different types of food eaten for breakfast Pencils and colours Computers/tablets Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 3	1.Observation 2.Oral questions 3.written questions	

3	1		Oral Hygiene	By the end of the lesson, the learner should be to identify good oral habits that promote development of healthy teeth.	What things do I do that are good for my teeth?	<p>In pairs, learners share experiences on the problems they have experienced with their teeth.</p> <p>common problems related to teeth (bad breath, pain, mouth sores, cavities, teeth not in line, new teeth are bigger than the old) using pictures, video clips</p> <p>which common problems relating to teeth can be</p>	<p>Collect pictures on teeth at different stages of development</p> <p>Pencils and colours</p> <p>Computers/tablets</p> <p>Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 4</p>	<p>1.Observation</p> <p>2.Oral questions</p> <p>3.written questions</p>	
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	2		Oral hygiene	By the end of the lesson, the learner should be to identify harmful oral habits that damage teeth	What things do I do that are harmful for my teeth?	<p>In pairs, learners share experiences on the problems they have experienced with their teeth.</p> <p>common problems related to teeth (bad breath, pain, mouth sores, cavities, teeth not in line, new teeth are bigger than the old) using pictures, video clips</p> <p>which common problems relating to teeth can be managed using pictures, video clips.</p> <p>resource person (dentist/community health worker) on oral hygiene</p>	<p>Collect pictures on teeth at different stages of development</p> <p>Pencils and colours</p> <p>Computers/tablets</p> <p>Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 7</p>	<p>.Observation</p> <p>2.Oral questions</p> <p>3.written</p>	
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	3	Oral hygiene	By the end of the lesson, the learner should be able to Practice good oral habits to promote their wellbeing.	How many times do I brush my teeth in a day?	resource person (dentist/community health worker) on oral hygiene which common problems relating to teeth can be managed using pictures, video clips.	Collect pictures on teeth at different stages of development Pencils and colours Computers/tablets Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 6	Observation 2.Oral questions 3.writte	
4	1	Oral hygiene	By the end of the lesson, the learner should be able to: a) Practice good oral habits to promote their wellbeing.	How many times do I brush my teeth in a day?	Bring a resource person (dentist/community health worker) on oral hygiene which common problems relating to teeth can be managed using pictures, video clips.	Collect pictures on teeth at different stages of development Pencils and colours Computers/tablets	Observation 2.Oral questions 3.writte	

			b) Appreciate good oral habits to promote their well-being.			Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 6-8		
	2	Use of different rooms in a house	By the end of the lesson, the learner should be able to Name the various rooms in a house	How many rooms/areas are in your house?	Learners in groups to identify the different rooms found in a house learners in groups/pairs to discuss what is found in those rooms	Picture of different rooms in a house Pencils and colours Computers/tablets Video clips on taking bath Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 9	Observation 2.Oral questions 3.written questions	

	3	Use of different rooms in a house	By the end of the lesson, the learner should be to mention the use of the various rooms in a house.	What are these different rooms/areas in your home?	Learners in groups to identify the different rooms found in a house learners in groups to the functions of various rooms found in a house	Picture of different rooms in a house Pencils and colours Computers/tablets Video clips on taking bath Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 10-12	Observation 2.Oral questions 3.written questions	
5	1	Use of different rooms in a house	By the end of the lesson, the learner should be to: a. State the reasons for having different rooms in a house b. Name equipment and furniture used in the various rooms in a house.	What are the main activities carried out in these rooms/areas? Which equipment is found in these rooms/areas?	Learners in groups to identify the different rooms found in a house learners in groups to the functions of various rooms found in a house	Picture of different rooms in a house Pencils and colours Computers/tablets Video clips on taking bath Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 10-14	Observation 2.Oral questions 3.written questions	

	2	Use of different rooms in a house	By the end of the lesson, the learner should be to mention the importance of keeping the various rooms in a house clean and tidy.	Which equipment is found in these rooms/areas? Why is it important to keep the house clean?	Learners in groups to discuss the use of different rooms in the house learners in groups discuss the importance of keeping the house clean	Picture of different rooms in a house Pencils and colours Computers/tablets Video clips on taking bath Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 10-14	Observation 2.Oral questions 3.written questions	
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	3	Cleaning of utensils	By the end of the lesson, the learner should be to mention reasons for cleaning utensils at home	Why do we clean utensils?	cleaning materials using pictures, realia.	Picture of different types of utensils Pencils and colours Computers/tablets Video clips on cleaning utensils Realia –different utensils Cleaning materials Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 16-18	Observation 2.Oral questions 3.written questions	
6	1	Cleaning of utensils	By the end of the lesson, the learner should be to identify materials used for cleaning utensils at home	What do we use to clean utensils?	Learners are guided to identify types of dirt found on utensils (greasy, starchy, milky dirt) using realia, pictures, video clips. cleaning materials using pictures, realia.	Picture of different types of utensils Pencils and colours Computers/tablets Video clips on cleaning utensils Realia –different utensils Cleaning materials Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 16-18	Observation 2.Oral questions 3.written questions	
	2	Cleaning of utensils	By the end of the lesson, the learner should be to Clean, dry and store the utensils used at home.	How do we clean utensils?	Learners are guided to identify types of dirt found on utensils (greasy, starchy, milky dirt) using realia, pictures, video clips. cleaning materials using pictures, realia.	Picture of different types of utensils Pencils and colours Computers/tablets Video clips on cleaning utensils Realia –different utensils Cleaning materials	Observation 2.Oral questions 3.written questions	

						Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 16-18		
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	3		By the end of the lesson, the learner should be to appreciate the importance of cleaning the utensils at home	How do we clean utensils? How do we dry and store the utensils?	materials that can be improvised. the improvised materials for cleaning e.g sieving ash, crush charcoal, crush egg	Picture of different types of utensils Pencils and colours Computers/tablets Video clips on cleaning utensils Realia –different utensils Cleaning materials Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 16-18	Observation 2.Oral questions 3.written questions	
7	<h1>HALF TERM</h1>							
8	1	Dangers of second hand smoke	By the end of the lesson, the learner should be to: a) Mention substance that people smoke that are harmful to our health b) Mention the places where people smoke these substances c) Explain how to tell that a person has been smoking	Which are the harmful substances that people smoke? Which places/areas do people smoke from? How can you tell that a person has been smoking?	Learners to discuss on why smoking is not good for our health and those around us. Learners to study the picture and see the reactions of Fara and Flora.	Picture showing the effects of smoking Computers/tablets Video clips showing the effects of smoking Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 19-20	Observation 2.Oral questions 3.written questions	

	2	Dangers of second hand smoke	<p>By the end of the lesson, the learner should be to:</p> <ol style="list-style-type: none"> State the meaning of the word second smoke Tell the effects of second hand smoke on health Develop self-efficacy in avoiding second hand smoke. 	<p>What is second hand smoke? Why is it important to keep off second hand smoke?</p>	<p>Learners to answer the questions provided on page 19 and 20 of the learner's workbook.</p> <p>Learners then to discuss what they should do if someone starts to smoke near them.</p> <p>Learners To go through picture of Flora and Fara seated near a man smoking on learner's workbook page 19.</p>	<p>Picture showing the effects of smoking Computers/tablets Video clips showing the effects of smoking Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 19-20</p>	<p>Observation 2.Oral questions 3.written questions</p>	
	3	Keeping water safe from contamination	<p>By the end of the lesson, the learner should be to:</p> <ol style="list-style-type: none"> Tell what is water contamination Carry out experiment to demonstrate water contamination 	<p>What is water contamination? How is water contaminated?</p>	<p>which water is contaminated in their environment by carrying out simple guided experiments, searching the internet, talking to parents/guardians/older siblings/grandparents/resource people</p>	<p>Picture showing how water get contaminated Computers/tablets Materials for the experiment: soil, water, a glass/plastic cup, a stick to stir the water, onion. Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 21-24</p>	<p>Observation 2.Oral questions 3.written questions</p>	
9	1	Keeping water safe from contamination	<p>By the end of the lesson, the learner should be to:</p> <ol style="list-style-type: none"> Mention changes in water that is contaminated State ways in which we can prevent water contamination. 	<p>What happens when water is contaminated?</p>	<p>which water is contaminated in their environment by carrying out simple guided experiments, searching the internet, talking to parents/guardians/older siblings/grandparents/resource people</p>	<p>Picture showing how water get contaminated Computers/tablets Materials for the experiment: soil, water, a glass/plastic cup, a stick to stir the water, onion. Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 21-24</p>	<p>Observation 2.Oral questions 3.written questions</p>	

	2	Re-using water and soap at home.	By the end of the lesson, the learner should be to: a. Explain the meaning of word re-using b. Mention ways of re-using water and soap in the home.	What do we use water and soap for?	learners to go through picture of Raha cleaning sugarcane on page 25 of the learner's book, and another picture of Raha who has now grown, using the water to water vegetables Learners to discuss what they see	Picture showing how water get contaminated Computers/tablets Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 25-28	Observation 2.Oral questions 3.written questions	
	3	Re-using water and soap at home.	By the end of the lesson, the learner should be to mention ways of re-using water and soap in the home.	What do we use water and soap for?	Learners to go through picture of Paul washing clothes on page 26 of learner's book and the next picture showing Paul using the same water to wash the floor. Soapy water cannot be used to water vegetables as the soap is not good for eating. Learners to answer questions	Picture showing how water get contaminated Computers/tablets Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 25-28	Observation 2.Oral questions 3.written questions	
10	1	Re-using water and soap at home.	By the end of the lesson, the learner should be to Make soap gel from left over soap	How do we make soap gel?	Learners to go through picture of Paul washing clothes on page 26 of learner's book and the next picture showing Paul using the same water to wash the floor. Soapy water cannot be used to water vegetables as the soap is not good for eating Learners to Discuss what they see in the end and show them that making soap gel is a way of re-using soap. Learners to make soap gel using used pieces of soap from home.	Picture showing how water get contaminated Computers/tablets Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 25-28	Observation 2.Oral questions 3.written questions	

	2		Re-using water and soap at home.	<p>By the end of the lesson, the learner should be to:</p> <p>a. Make soap gel from left over soap</p> <p>b. Appreciate re-using water and soap to minimize wastage in the home</p>	<p>Why do we re-use water and soap?</p>	<p>Learners to go through picture of Paul washing clothes on page 26 of learner's book and the next picture showing Paul using the same water to wash the floor. Soapy water cannot be used to water vegetables as the soap is not good for eating</p> <p>Learners to Discuss what they see in the end and show them that making soap gel is a way of re-using soap.</p> <p>Learners to make soap gel using used pieces of soap from home.</p>	<p>Picture showing how water get contaminated Computers/tablets Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 25-28</p>	<p>Observation 2.Oral questions 3.written questions</p>	
	3	PERSONAL HYGIENE	Use and care of personal items.	By the end of the lesson, the learner should be to identify the items used for personal cleanliness	<p>What items do we use for personal cleanliness?</p>	<p>Learners to identify the items they use when taking bath.</p> <p>Learners to list and write them in their exercise books.</p>	<p>Picture of personal items Materials for cleaning personal items: water, soap, brush. Computers/tablets Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 29-35</p>	<p>Observation 2.Oral questions 3.written questions</p>	
11	1		Use and care of personal items.	By the end of the lesson, the learner should be to identify the items used for personal cleanliness	<p>What items do we use for personal cleanliness?</p>	<p>Learners to identify the items they use when taking bath.</p> <p>Learners to list and write them in their exercise books</p>	<p>Picture of personal items Materials for cleaning personal items: water, soap, brush. Computers/tablets Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 29-35</p>	<p>Observation 2.Oral questions 3.written questions</p>	

2		Use and care of personal items (toothbrush)	<p>By the end of the lesson, the learner should be to:</p> <p>a. Identify the items used for personal cleanliness</p> <p>b. Give reasons why we should not share personal items.</p> <p>c. State the procedure used when cleaning items for personal use</p>	<p>What items do we use for personal cleanliness? How do we clean personal items? Why should we not share personal items?</p>	<p>Learners to identify the items they use when brushing their teeth.</p> <p>learners to go the steps provided in the learner's workbook on how to clean a toothbrush</p>	<p>Picture of personal items</p> <p>Materials for cleaning personal items: water, soap, brush.</p> <p>Computers/tablets</p> <p>Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 29-35</p>	<p>Observation</p> <p>2.Oral questions</p> <p>3.written questions</p>	
3		Use and care of personal items (toothbrush)	<p>By the end of the lesson, the learner should be to:</p> <p>1. Identify the items used for personal cleanliness</p> <p>2. Give reasons why we should not share personal items.</p> <p>3. State the procedure used when cleaning items for personal use.</p>	<p>What items do we use for personal cleanliness? How do we clean personal items? Why should we not share personal items?</p>	<p>Learners to identify the items they use when brushing their teeth.</p> <p>learners to go the steps provided in the learner's workbook on how to clean a toothbrush</p>	<p>Picture of personal items</p> <p>Materials for cleaning personal items: water, soap, brush.</p> <p>Computers/tablets</p> <p>Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 29-35</p>	<p>Observation</p> <p>2.Oral questions</p> <p>3.written questions</p>	
12-14	<p><i>ASSESSMENT/ CLOSING OF THE SCHOOL</i></p>							