

GRADE ONE

GRADE ONE HYGIENE AND NUTRITION TERM TWO YEAR 2018

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFLECTION
	1								
2	1	Personal Hygiene	Use of toilet and latrines	By the end of the sub-strand, the learner should be able to: a) identify a toilet/latrine and urinal in the school,	Why should we use the toilet/latrine and urinal appropriately	Learners identify a toilet/ latrine using charts, pictures, video clips	Realia charts	1.Observation 2.Oral questions	
	2		Use of toilet and latrines	By the end of the sub-strand, the learner should be able to:, a) state why we need to use a toilet in our environment for the wellbeing of self and others,	Why should we use the toilet/latrine and urinal appropriately	Learners are guided to mention why they need to use the toilet appropriately	Realia Charts	.Observation 2.Oral questions	
3	1		Use of toilet and latrines	By the end of the sub-strand, the learner should be able to:, use appropriately a toilet/latrine and urinal in their locality	What is toilet, latrine etiquette	Learners are guided on how to use the toilet/latrine and urinal	Realia Charts	.Observation 2.Oral questions	
	2		Use of toilet and latrines	By the end of the sub-strand, the learner should be able to:, dispose off soiled materials used in the toilet	What is toilet, latrine etiquette	Learners observe simple toileting etiquette (knocking the door before accessing, flushing the toilet, disposing off used materials appropriately, unnecessary touching	Realia charts	Observation	

						of surfaces in the toilet/latrine; not eating in the toilet			
4	1	Foods	Food sources	By the end of the sub-strand, the learner should be able to: a) name the different sources of food in their locality,	Which foods do we get from animals?	Learners identify different sources of food in the locality using realia. Learners classify the foods into plant and animal source	Realia Charts	.Observation 2.Oral questions	
	2		Food sources	By the end of the sub-strand, the learner should be able to classify food into plant and animal sources	Which foods do we get from plants	Learners draw and colour pictures, on sources of food using computing devices, paper, pencils, and crayons	Realia Charts	.Observation 2.Oral questions	
5	1		Eating habits	By the end of the sub-strand, the learner should be able to a) name foods and drinks they consume on a daily basis,	Which foods do I like and dislike	Learners name the foods and drinks they consume on daily basis.	Realia Charts	.Observation 2.Oral questions	
	2		Eating habits	By the end of the sub-strand, the learner should be able to :mention their likes and dislikes of food and drinks they eat at home,	Which foods do I like and dislike	In pairs, learners share experiences on the foods and drinks they like and dislike	Realia charts	.Observation 2.Oral questions	
6	1		Eating habits	By the end of the sub-strand, the learner should be able to	Which foods are bad for my teeth	Learners are guided to keep a daily log on the foods and drinks they	Realia Charts	.Observation 2.Oral	

				choose healthy food for strong teeth,		choose to eat that are healthy for their teeth		questions	
	2		Using our senses to identify food	By the end of the sub-strand, the learner should be able to mention different foods eaten at home or at school	Which foods are available in the locality	Learners mention foods that they eat at home and at school	Realia Charts	.Observation 2.Oral questions	
7	1		Using our senses to identify food	By the end of the sub-strand, the learner should be able to identify common foods in the locality,	Which foods are available in the locality	Learners identify food items according to colour, taste, touch and smell	Realia Charts	.Observation 2.Oral questions 3.written questions	
	2		Using our senses to identify food	By the end of the sub-strand, the learner should be able to look at, taste, touch and smell some selected foods for fun	How do these food items, look, smell, touch or taste like	Learners draw and colour food items found in the locality using computer applications, paper, pencil, crayons	Realia Charts	.Observation 2.Oral questions 3.written questions	
8	1		Cleaning of fruit	By the end of the sub-strand, the learner should be able to mention fruits eaten within their locality	Which fruits do we eat in our locality	Learners to be provided with an assortment of fruits from the locality to identify	Realia charts	.Observation 2.Oral questions 3.written questions	
	2		Cleaning of fruit	By the end of the sub-strand, the learner should be able to	How do we choose the fruits we eat	Learners are guided to tell factors to consider when choosing fruits	Realia charts	.Observation 2.Oral	

				tell how to choose fruits eaten within their locality		(not rotten, withered, infested by pests, discoloured, dirty coated, bruised, mouldy or unripe		questions 3.written questions	
9	1		Cleaning of fruit	By the end of the sub-strand, the learner should be able to wash fruits before eating to prevent illnesses	Why do we clean the fruits we eat?	In groups, learners are guided on how to wash fruits before eating (wash hands before washing fruit, wash using running water)	Realia charts	.Observation 2.Oral questions 3.written questions	
	2		Importance of food in our body	By the end of the sub-strand, the learner should be able to state the number of times they eat in a day	How many times do you eat in a day?	Learners mention how many times they eat in a day; what they eat and drink during those times	Realia charts	.Observation 2.Oral questions 3.written questions	
10	1		Importance of food in our body	By the end of the sub-strand, the learner should be able to mention the foods they eat at different times of the day	Why is it important to eat food daily	Learners name the foods eaten at different times of the day	Realia charts	.Observation 2.Oral questions 3.written questions	
	2		Importance of food in our body	By the end of the sub-strand, the learner should be able to state the reasons why we eat food every day	Why do you need to eat 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	Realia charts	.Observation 2.Oral questions 3.written questions	

11	1		Good behaviour during mealtimes	By the end of the sub-strand, the learner should be able to: a) name appropriate behaviour when eating foods that should be observed during mealtimes,	What is good behaviour during mealtime	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)	Realia charts	.Observation 2.Oral questions 3.written questions	
	2		Good behaviour during mealtimes	By the end of the sub-strand, the learner should be able to: state why it is important to have good behaviour during mealtimes	What is good behaviour during mealtime	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	Realia charts		
12	1		Buying food	By the end of the sub-strand, the learner should be able to: a) identify places in the community	Where do we buy food	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	Realia charts		

	2		Buying food	By the end of the sub-strand, the learner should be able to:) name foods bought from the different places in the community	Where do we buy food	Learners name the foods bought from the different places	Realia charts		
13	1-2		Buying food	By the end of the sub-strand, the learner should be able to: appreciate the different places for buying food in the community.	What type of food do we buy at 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	Realia charts		
14		CAT		CAT	CAT	CAT			