



HYGIENE NUTRITION SCHEME OF WORK GRADE 1 TERM 2

NAME	
TSC NO.	
SCHOOL	



SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	1	HYGIENE AND NUTRITION ACTIVITIES	2	

Week	Lesson	Strand	Sub-strand	Specific learning outcome	Key inquiry question	Learning experiences	Learning resources	Assessment	Reflection
1	1	Personal Hygiene	Use of toilets and latrines	By the end of the of the lesson, the learner should be able to: Identify a toilet/latrine and urinal in the school.	What do we use to relieve our urges? What is the difference between a toilet, latrine and a urinal?	Guide learners to locate the ablution block and identify a toilet/latrine and urinal. Learners to identify a toilet/latrine using charts, pictures, video clips.	Video clips Charts Pictures Real toilets, latrines and urinal buildings Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 30-31	Ask learners oral questions on toilets, latrines and urinals.	



	2		Use of toilets and latrines	By the end of the of the lesson, 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?	Guide learners to mention why they need to use the toilet appropriately.	Charts Pictures Real toilets, latrines and urinal buildings Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 32	Listen to answers from the learners on the need of toilets, latrines and urinal in our environment	
2	1		Good use of toilets and urinals	By the end of the of the lesson, the learner should be able to: Use appropriately a toilet and urinal in their locality. Dispose off soiled materials used in the toilet.	Why should we use the toilet and urinal appropriately? What materials do we use for toilet purposes? What is toilet, latrine etiquette?	Learners are guided on how to use the toilet and urinal and dispose off soiled materials Learners observe simple toileting etiquette (knocking the	Video clips on good use of a urinal and a toilet Pictures on the procedure of a urinal and toilet Urinal and toilet Oxford Everyday	Observing the procedure of toileting	



						<p>door before accessing, flushing the toilet, disposing off used materials appropriately, unnecessary touching of surfaces in the toilet; not eating in the toilet).</p> <p>Learners role play on how to use the toilet.</p>	<p>Hygiene and Nutrition, Learner's Book Grade 1 pg. 33</p>		
2		Good use of latrine	<p>By the end of the of the lesson, the learner should be able to:</p> <p>Use appropriately a latrine in their locality.</p> <p>Dispose off soiled</p>	<p>Why should we use latrine appropriately?</p> <p>What materials do we use for toileting purposes?</p> <p>3. What is latrine</p>	<p>Learners are guided on how to use the latrine and dispose off soiled materials.</p> <p>Learners observe simple toileting etiquette</p>	<p>Video clips on good use of a latrine</p> <p>Pictures on the procedure of using a latrine</p> <p>A latrine</p> <p>Oxford</p>	Observing the procedure of toileting		



				materials used in the latrine.	etiquette?	(knocking the door before accessing, positioning themselves in the latrine, disposing off used materials appropriately, unnecessary touching of surfaces in the latrine; not eating in the latrine). Learners role play on how to use the latrine.	Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 33		
3	1	Foods	Sources of food	By the end of the sub-strand, the learner should be able to: a) Name the different sources of	1.Which foods do you know? 2. Which are the sources of those foods? 3.Which ones are	Guide learners to identify different sources of food in the locality using realia. Learners to draw	Realia foods Food chart Crayons Drawing books Pencils Video clips of	Listening to the learners name the sources of food.	



				food in their locality (school and home).	your favourite foods?	and colour pictures on sources of food they have mentioned using computing devices, paper, pencils, and crayons.	foods Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 35		
2			Food sources	By the end of the sub-strand, the learner should be able to: a) Classify food into plant and animal sources. b) Embrace the different sources of food in their locality.	1. Which foods do we get from animals? 2. Which foods do we get from plants?	Guide learners to classify the foods into plant and animal source. Learners to play games on food sources using computing devices Learners to take pictures of food sources and	Realia foods Food sources charts Computers/tablets Camera/phones Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 36	Observing learners as they classify sources of food (plants and animals).	



						display in class			
4	1	Foods	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. b) Mention their likes and dislikes of food and drinks they eat at home.	1. Which foods do I like and dislike?	Guide 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. Learners can take pictures of foods and drinks they like or dislike using computing devices and display in class	Realia foods Video clips of foods Pictures of foods Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 41	Listen to the learners as they discuss on the foods they like and dislike.	
	2		Eating habits	By the end of the sub-strand, the learner should be able to:	1. Which foods are good for my teeth?	Guide learners to mention foods that are good for their teeth.	Realia foods good for the teeth like fruits	Observing learners as they sort out good foods	



				<p>a) Choose healthy food for strong teeth.</p> <p>b) appreciate healthy food for teeth.</p>		<p>Learners to draw and colour using computing devices, paper, pencil or crayons; model foods that are good for their teeth.</p> <p>Learners to keep a daily log on the foods and drinks they choose to eat that are healthy for their teeth.</p> <p>Learners to take pictures of foods that are healthy for their teeth using computing devices and display in class.</p>	<p>Video clips of children eating healthy foods.</p> <p>Pictures of healthy foods.</p> <p>Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 42</p>	<p>for the teeth.</p>	
5	1	Foods	Eating habits	By the end of the	2. Which foods	Guide learners to		Observing	



				<p>sub-strand, the learner should be able to:</p> <p>a) Choose foods that are bad for the teeth.</p> <p>b) appreciate healthy food for teeth.</p>	<p>are bad for my teeth?</p>	<p>mention foods that are bad for their teeth.</p> <p>Learners to take pictures of foods that are bad for their teeth using computing devices and display them in class.</p>	<p>Realia foods bad for the teeth like fruits</p> <p>Video clips of unhealthy foods for the teeth.</p> <p>Pictures of unhealthy foods.</p> <p>Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 42</p>	<p>learners as they sort out bad foods for the teeth.</p>	
	2		<p>Common foods at our locality</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Mention different foods eaten at home or</p>	<p>1. Which foods are available in the locality?</p>	<p>Guide learners to mention foods that they eat at home and at school</p> <p>Learners to draw and colour food</p>	<p>Camera/mobile phones/tablets</p> <p>Charts of foods in the learners' locality</p> <p>Oxford Everyday</p>	<p>Listen to the learners as they mention foods in their locality.</p>	



				at school. b) Identify common foods in the Locality.		items found in the locality using computer applications, paper, pencil, crayons Learners to take pictures of different foods available in the locality using different computing devices and display in class.	Hygiene and Nutrition, Learner's Book Grade 1 pg. 44-45		
6	1	Foods	Senses and food	By the end of the sub-strand, the learner should be able to: a) Look at and taste some selected foods	1. How do these food items, look and taste like?	In groups, provide learners with an assortment of food items from the locality to look at and taste. Learners to	Realia foods Pictures of foods. Video clips of learners identifying food through looking	Observe learners as they look at and taste food.	



				for fun. b) Appreciate different foods in the locality irrespective of colour and taste.		identify food items according to colour and taste.	and tasting. Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 46-47		
	2		Senses and food	By the end of the sub-strand, the learner should be able to: Touch and smell some selected foods for fun. Appreciate different foods in the locality irrespective of touch and smell.	How do these food items smell and feel like?	In groups, provide learners with an assortment of food items from the locality to feel and smell. Learners to identify food items according to touch and smell	Realia foods Pictures of foods. Video clips of learners identifying food through smelling and touching. Oxford Everyday Hygiene and Nutrition,	Observe learners as they feel and smell food.	



							Learner's Book Grade 1 pg. 46-47		
7	1	Foods	Fruits at our place	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? Which fruits do you like eating?	Learners to be provided with an assortment of fruits from the locality to identify. Learners to take a walk within their locality and choose pick the fruits they usually eat. Learners can use computing devices to search for other fruits eaten	Realia fruits from the locality Fruits chart Computers/Tables Fruits flash cards Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 49	Observe learners as they collect and identify edible fruits from their locality.	
	2		Choosing	By the end of the	1.How do we	Learners are	Fresh fruits	Observe	



			fruits to eat	sub-strand, the learner should be able to: a) Tell how to choose fruits eaten within their locality.	choose the fruits we eat?	guided to tell factors to consider when choosing fruits (not rotten, withered, infested by pests, discoloured, dirty coated, bruised, mouldy or unripe) Learners can play games on choosing fruits to eat	Pictures of fruits that are fresh, rotten, withered, infested by pests, discoloured, dirty coated, bruised, mouldy or unripe) Flash cards of fruits that are good and bad for eating Computers/tablets Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 50-51	learners as they choose fruits to eat.	
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8	1		Washing fruits	By the end of the sub-strand, the learner should be able to: a) Wash fruits before eating to prevent illnesses. b) Appreciate the importance of washing fruits before eating to prevent illnesses.	1. 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 fruits Running water Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 52-53	Observing the procedure of washing fruits.	
	2	Foods	How many times do you eat in a day?	By the end of the sub-strand, the learner should be able to: a) State the number	1. 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	Video clips on times to eat in a day Songs Poems	Ask learners questions on how many times they need to eat	



				of times they eat in a day.		times. Learners can sing songs and recite poems on how many times to eat in a day.	Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 55	in a day.	
9	1		Foods we eat at different eat	By the end of the sub-strand, the learner should be able to: a) Mention the foods they eat at different times of the day.	1. Why do you need to eat at different times of the day?	Guide learners to name the foods eaten at different times of the day. Learners can draw and colour foods eaten at different times of the day using digital devices, paper, pencil, colours, crayons.	Different types of realia foods A chart of different foods eaten at different times of the day Pictures of different foods Video clip of a child eating different foods at different times of the day Pencils	Observe learners as they choose the foods they eat at different times of the day	



							Crayons Drawing books Computers/ Tablets Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 56		
2		Why do we eat every day?	By the end of the sub-strand, the learner should be able to: a) State the reasons why we eat food every day. b) Appreciate the importance	a) Why is it important to eat food daily?	Guide learners to 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 to share	Pictures of healthy and unhealthy children Pictures of children engaging in physical activities Songs and poems on eating	Listen to learners as they give reasons as to why they eat.		



				of eating food daily.		experiences on activities that they do during the day that require energy. Guide learners to sing songs and recite poems on importance of eating daily.	Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 56-58		
10	1	Foods	Good behaviour during mealtimes	By the end of the sub-strand, the learner should be able to: Name appropriate behaviour when eating foods that should be observed during mealtimes.	1. What is good behaviour during mealtime	Guide learners to 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	Pictures of children observing good behaviour during mealtimes Video clips of children observing good behaviour during	Observe learners as they role play on good behaviour during mealtimes	



						hands before and after eating, excuse oneself when leaving the table, clearing one's place on the table)	mealtimes Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 59-61		
	2		Why we show 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. Practice good behaviour during mealtimes.	Why is it important to observe good behaviour during mealtimes?	Guide learners 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 to role play on good	Pictures of children observing good behaviour during mealtimes Video clips of children observing good behaviour during mealtimes Oxford	Observe learners as they role play on good behaviour during mealtimes	



						behaviour during mealtimes	Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 61-62		
11	END TERM ASSESSMENT AND CLOSING								