



GRADE 2 HYGIENE & NUTRITION SCHEME OF WORK TERM THREE

NAME	
TSC NO.	
SCHOOL	

HYGIENE AND NUTRITION ACTIVITIES SCHEME OF WORK FOR GRADE 2 TERM 3

Wk	Lesson	Strand	Sub-strand	Specific learning outcomes	Key inquiry questions	Learning Experiences	Learning resources	Assessment	Reflection
1	1	Foods	Meals and Snacks	By the end of the sub-strand, the learner should be able to: tell the number of meals taken in a day,	How many meals do we take in a day?	Learners are guided to tell the number of meals taken in a day. Learners are guided to differentiate between meals and snacks using realia and pictures.	Hygiene and nutrition Grade 2 page 79-80 pictures of meals and snacks available in the locality, videos of people taking meals and snacks, realia of snacks and meals	oral questions	
	2	Foods	Meals and Snacks	By the end of the sub-strand, the learner should be able to: differentiate between a meal and a snack from food items in the locality, embrace the importance of taking meals and snacks at the right time.	What is the difference between a meal and a snack? Why should we take meals and snacks at the right time?	Learners are guided to tell when they should take meals and when they should take snacks, learners can choose meals and snacks eaten through pictures, computer game	Hygiene and nutrition Grade 2 page 81-83 pictures of meals and snacks available in the locality, videos of people taking meals and snacks, realia of snacks and meals	oral questions	
2	1	Foods	Grouping of food	By the end of the sub-strand, the learner should be able to: mention foods from plant sources within their locality group foods according to	What foods do we get from plants? Which are the different parts of the plant that we get food from?	Learners are guided to identify foods they get from plants within their locality learners are guided to group foods from plant sources according to the parts of the plant they come from (leaves,	Hygiene and nutrition Grade 2 page 84-86	observation, written exam, oral questions	

				the different parts of the plants that they come from,		roots, fruits, seeds and stem) using pictures or realia			
	2	Foods	Grouping of food	mention different foods from animal sources within the locality, appreciate the importance of animal and plants as sources of food.	What foods do we get from animals What foods do we get from animals	Learners are guided to identify animals in their locality and the food we get from those animals using pictures or a video Learners can play games on grouping of food using computing devices Learners draw and colour food from plant and animal sources	Hygiene and nutrition Grade 2 page 87-89	observation, written exam, oral questions	
3	1	Foods	Food for school going children	By the end of the sub-strand, the learner should be able to: mention foods eaten by school going children in the locality, identify the amount of food eaten by school going children in the locality	What type of food do you eat? How much food do you eat?	Learners name different types of food they eat. Learners are guided to identify the amount of food they eat using pictures.	Hygiene and nutrition Grade 2 page 90-91 pictures, charts, video clips	oral report, oral questions	
	2	Foods	Food for school going children	By the end of the sub-strand, the learner should be able to: mention dangers of eating too much or too little food for wellbeing, State the importance of eating enough food for good health.	What happens if you eat too much or too little food? Why is it important to eat food that is enough	Learners share experiences on what happened to them when they eat too much food (vomiting, stomach pains, diarrhoea, stomach upset, constipation). Learners listen to stories and experiences on dangers of eating too much and too little (overweight and underweight) using pictures or a video. Learners are guided to tell the importance of eating enough food.	Hygiene and nutrition Grade 2 page 92-95 pictures, charts, video clips	oral report, oral questions	

4	1	Foods	Good eating habits	By the end of the sub-strand, the learner should be able to: a) state how food is apportioned on a plate	How do I apportion food on a plate	Learners are guided to brainstorm on how food should be apportioned on a plate (proteins, vegetables, starch and a fruit on the side) Learners can observe pictures or videos on correct apportioning of food on a plate (show variety to include plates)	Hygiene and nutrition Grade 2 page 96-97 pictures, charts, video clips	oral report, oral questions	
	2	Foods	Good eating habits	By the end of the sub-strand, the learner should be able to give the importance of using a variety of foods in a plate appreciate variety of foods on a plate.	Why should I use the right amount of food when apportioning? Why should we minimize food wastage?	In groups learners are guided to tell the importance of using the right amount of food while apportioning on a plate (to ensure that you do not eat only one group of foods, to ensure variety, to minimize food wastage). Learners are guided to identify suitable foods that promote health when apportioning using realia or pictures or simulations. Learners draw and colour a well apportioned amount of food on a plate.	Hygiene and nutrition Grade 2 page 96-98 pictures, charts, video clips	oral report, oral questions	
5	1		Food Advertisement	By the end of the sub-strand, the learner should be able to: tell the meaning of the word advertisement identify an advertisement on food	What is food advertisement How do food advertisements make you feel?	Learners can be guided to tell what is food advertisement using charts, posters, pictures, video clips, radio commercials. Learners are guided to identify an advertisement on food from media (print and audio visual).	Hygiene and nutrition Grade 2 page 99-100 pictures, charts, video clips	oral report, oral questions	
	2		Food Advertisement	By the end of the sub-strand, the learner should be able to: tell the effects of food advertisements on their feelings. tell how advertisement can influence their choice of	How do advertisements influence your choice of food?	Learners share experiences on how advertisements makes them feel. Learners are guided to tell how advertisements can influence our choice of foods. Learners open and play several video clips on food	Hygiene and nutrition Grade 2 page 101-103 pictures, charts, video clips	oral report, oral questions	

				food		advertisements and report their observations in class			
6	1	Safety Education	Food Safety Handling of cooked food	By the end of the sub-strand, the learner should be able to: mention hygiene practices while handling cooked food.	How should we handle cooked food?	the hygiene practices to observe when handling cooked food (putting on a clean container that is covered, storing in a cool and clean place, washing hands before handling food, using clean serving equipment, using protective gear) using demonstration, pictures, video clips and illustrations	Hygiene and nutrition Grade 2 page 104-105 pictures, charts, video clips	oral report, oral questions	
	2	Safety Education		By the end of the sub-strand, the learner should be able to: mention factors to observe when buying food from a food vendor, appreciate the importance of observing hygiene when handling cooked food.	What should we look for when buying food from food vendors? Why should we observe hygiene practices when handling cooked food	learners are guided to mention factors to observe when buying food from food vendors (clean premises/food containers; vendor wears protective gear; fresh food; food covered/not fly flown/dusty; vendor practices hygiene/ not mixing money and food) learners role play practising hygiene as food vendors	Hygiene and nutrition Grade 2 page 106-107 pictures, charts, video clips	oral report, oral questions	
7	1	Safety Education	Waste disposal in the classroom	By the end of the sub-strand, the learner should be able to: identify types of waste found in the classroom, identify containers used for putting waste in the classroom,	What waste is found in the classroom? Where do we put waste in the classroom?	learners are guided to identify the various types of waste in the classrooms using realia or pictures (papers, pencil sharpening, dust, bottles/bottle tops, sticks, small unused containers). Learners are guided to identify containers used to put waste in the classroom using pictures, illustration or video clips	Hygiene and nutrition Grade 2 page 10-110 realia (dustbin, waste materials) charts, videos clips, pictures/illustrations	oral report, oral questions	

	2	Safety Education		By the end of the sub-strand, the learner should be able to practice waste collection and proper disposal of the waste found in the classroom, mention the importance of waste disposal in the classroom, appreciate the importance of proper disposal of waste in the classroom	How do we dispose waste collected in the classroom? Why should we dispose waste collected in the classroom?	learners are guided to collect and dispose waste from the classroom using demonstration Learners practise waste disposal in their classroom. learners are guided to tell the importance of proper waste disposal in the classroom. Learners sing songs and recite poems on the importance of disposal of waste	Hygiene and nutrition Grade 2 page 111-114 realia (dustbin, waste materials) charts, videos clips, pictures/illustrations	oral report, oral questions	
8	1	Safety Education	Common accidents and Basic First aid	By the end of the sub-strand, the learner should be able to: identify common accidents in the classroom, name the causes of common accidents in classroom,	What are the common accidents in the classroom?	Learners brainstorm on common accidents in the classroom (bumps, grazes, and pricks). Learners are guided to identify causes of common accidents in the classroom (head knocks, rough surfaces, sharp objects) using pictures or video.	Hygiene and nutrition Grade 2 page 111-114 realia (dustbin, waste materials) charts, videos clips, pictures/illustrations	oral report, oral questions	
	2	Safety Education	Common accidents and Basic First aid	By the end of the sub-strand, the learner should be able to: demonstrate First Aid for common accidents in the classroom, develop responsibility in preventing accidents in the classroom	What are the causes of common accidents in the classroom? What is the simple first aid for common accidents in the classroom? how can these dangers in the classroom be prevented	In groups, learners listen to stories and share experiences of common accidents they have encountered or witnessed in the classroom. Learners are guided to tell how they can prevent common accidents in the classroom using demonstration, pictures and illustrations. Learners are guided to role play in carrying out First Aid for bumps, grazes and pricks. Learners are guided to develop a duty rota to arrange the class and report any dangers in the	Hygiene and nutrition Grade 2 page 111-114 realia (dustbin, waste materials) charts, videos clips, pictures/illustrations	oral report, oral questions	

						classroom.			
9				ASSESSMENT					