SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
				2020

HYGIENE AND NUTRITION ACTIVITIES GRADE THREE TERM 2

1	**1**	Health practices	Care of toilets/ latrines and urinals	By the end of the sub-strand, the learner should be able to: explains the procedure of cleaning a toilet, latrine or urinal in their environment	How should we clean the toilet/latrine and urinal	Learners are guided on how clean a toilet, latrine or urinal using demonstration and video clips	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 44 Toilet cleaning equipment Materials video clips computing devices	Observations oral questions written questions	
	2	Health practices	Care of toilets/ latrines and urinals	By the end of the sub-strand, the learner should be able to: appreciate the need for a clean toilet, latrine or urinal in their environment	How should we clean the toilet/latrine and urinal	In pairs, learner's role play on how to clean a toilet, latrine or urinal. Learners are guided to visit the school ablution block and assess the level of cleanliness and report in class.	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 45 Toilet cleaning equipment Materials video clips computing devices	Observations oral questions written questions	

2	**1**	Personal hygiene	Bed making	By the end of the sub-strand, the learner should be able to identify materials used as beddings at home	What materials do we use as bedding?	In groups, learners are guided to identify the different bedding materials available at home using realia, pictures and experience sharing.	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 47	Observations oral questions written questions	
	2	Personal hygiene	Bed making	By the end of the sub-strand, the learner should be able to state the uses of different bedding materials at home,	What materials dowe use as bedding	Learners are guided to state the use of different bedding materials available at home using pictures and realia	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 48 Bed Beddings Pictures of beddings Computing devices	Observations oral questions written questions	
3	**1**	Personal hygiene	Bed making	By the end of the sub-strand, the learner should be able to make a bed using available beddings at home	What are the uses of the different bedding materials?	Learners are guided to make a bed using available material through a demonstration and video clips. Learners practice how to make a bed	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 49 Bed Beddings Pictures of beddings Computing devices	Observations oral questions written questions	
	2	Personal hygiene	Bed making	By the end of the sub-strand, the learner should be able to state the importance of making a bed,	Why is it important to make a bed?	Learners state the importance of making a bed (neatness, comfort, beauty, keep off dust, cleanliness) Learners are guided to develop a checklist that they will use to help them make their bed on daily basis with the assistance of their parents/guardians/older siblings	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 49 Bed Beddings Pictures of beddings Computing devices	Observations oral questions written questions	

4	**1**	Personal hygiene	Bed making	By the end of the sub-strand, the learner should be able to appreciate the need for a well-made bed	Why is it important to make a bed?	Play games on bed making using computing devices Learners to sing songs and recite poems on making the bed	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 49 Bed Beddings Pictures of beddings Computing devices	Observations oral questions written questions	
	2	Personal hygiene	Prevention of parasites in and out of the body	By the end of the sub-strand, the learner should be able to name common external parasites found on the body,	How do external and Internal parasites look like?	Learners name common body parasites	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 53 Pictures Charts video clips computing devices	Observations oral questions written questions	
5	**1**	Personal hygiene	Prevention of parasites in and out of the body	By the end of the sub-strand, the learner should be able to identify common external parasite found on the body	Which parts of the body do they infest?	Learners identify common external body parasites (lice and jiggers) and where they are found in the body using pictures, video clips, charts	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 54 Pictures Charts video clips computing devices	Observations oral questions written questions	
	2	Personal hygiene	Prevention of parasites in and out of the body	By the end of the sub-strand, the learner should be able to name common internal parasites found in the body	What leads to infestation of parasites on or in the body?	Learners name common internal body parasites	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 54 Pictures	Observations oral questions written questions	

							Charts video clips computing devices		
		Personal hygiene	Prevention of parasites in and out of the body	By the end of the sub-strand, the learner should be able to identify common internal parasites found in the body,	What are the effects of parasite infestation on and in the body?	Learners identify common internal body parasites (intestinal worms) using pictures, video clips and charts	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 54 Pictures Charts video clips computing devices	Observations oral questions written questions	
6	**1**	Personal hygiene	Prevention of parasites in and out of the body	By the end of the sub-strand, the learner should be able to mention the causes of external and internal parasites in the body mention the effects of parasite infestation to the body	What are the effects of parasite infestation on and in the body?	Learners identify common internal body parasites (intestinal worms) using pictures, video clips and charts on and in the body	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg.56 Pictures Charts video clips computing devices	Observations oral questions written questions	
	2	Personal hygiene	Prevention of parasites in and out of the body	By the end of the sub-strand, the learner should be able to state the importance of personal cleanliness in preventing internal and external parasites, practice personal cleanliness to prevent parasite infestation.	What can I do to prevent parasite infestation in the body?	Learners can watch a demonstration, video clips on good practices of personal cleanliness to prevent parasite infestation. Learners can search other body parasites using computing devices	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 57 Pictures Charts video clips computing devices	Observations oral questions written questions	

7	**1**	Personal hygiene	Personal hygiene during bed wetting	By the end of the sub-strand, the learner should be able to By the end of the sub-strand, the learner should be able to mention causes of bed wetting, state the effects of bed wetting	What are the reasons for bed wetting? 2. What are the effects of bed wetting?	Learners will be guided to mention causes of bed wetting (drinking too much liquids before sleeping, dreaming, not able to control the bladder, feeling unwell).	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 62 Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 63 Bed bedding materials charts pictures video clips computing devices	Observations oral questions written questions	
	2	Personal hygiene	Personal hygiene during bed wetting	By the end of the sub-strand, the learner should be able to state hygienic practices to observe during bed wetting,	How do we relate with those who bed wet?	The learners will listen to stories and share experiences on bed wetting.	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 64 Bed bedding materials charts pictures video clips computing devices	Observations oral questions written questions	
8	**1**	Personal hygiene	Personal hygiene during bed wetting	By the end of the sub-strand, the learner should be able to Appreciate the importance of personal hygiene during bed wetting.	What should one do when they wet their bed?	learners will be guided to tell the effects of bed wetting (bad smell, bed sores, low self-esteem, beddings infested with maggots) through pictures, video clips and experience sharing	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg. 66-67 Bed	Observations oral questions written questions	

							bedding materials charts pictures video clips computing devices		
	2	Foods	Eating Habits and Values	learner should be able to: name foods available in our community	Which foods are available in our community?	learners are guided to identify foods available in their community through brainstorming, pictures, buzz groups, video clips	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg 69- Pictures charts video clips		
9	**1**	Foods	Eating Habits and Values	give reasons for not eating certain foods available in the community, appreciate reasons for not eating certain types of foods	Why do some members of The community avoid eating certain foods? How should we handle members of the community who do not eat certain foods?	Learners are guided to mention reasons why some members of the community do not eat certain foods (health, religion, personal preferences, culture, availability)through experience sharing, discussion, buzz groups Learners role play on how to handle a person who does not eat certain food available in their community	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg 70-71 Pictures charts video clips	oral questions, observation	
	2	Food	Food Etiquette	By the end of the sub-strand, the learner should be able to: Identify good table manners to observe when taking meals.	Which are the good table manners?	learners are guided to identify good table manners (eating with mouth closed, not talking while eating, not placing elbow on the table, washing hands before eating, not picking nose or teeth while at the table, not stretching your	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg 72-73 Pictures charts	oral questions oral reports observation	

						hand to pick table condiments or food, correct use of cutlery and crockery, eating with the pace of the others, keeping low tone when conversing with others at the table) through discussion, pictures, video clips and storytelling. Learners role play good table manners	video clips realia of food relevant pictures videos clips computing devices		
10	**1**	Food	Food Etiquette	By the end of the sub-strand, the learner should be able to: practice good table manners when taking meals,	How should we behave when taking meals?	In pairs, learners are guided to assess each other's table manners during snack and meal times in school. Learners can take pictures or record on table manners using computing devices and share in class.	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg 72-73 Pictures charts video clips realia of food, relevant pictures videos clips computing devices	oral questions oral reports observation	
	2	Food	Food Etiquette	By the end of the sub-strand, the learner should be able to: Appreciate the importance of practicing good table manners when taking meals.	How should we behave when taking meals	In pairs, learners are guided to assess each other's table manners during snack and meal times in school. Learners can take pictures or record on table manners using computing devices and share in class.	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg 72-73 Pictures charts video clips realia of food, relevant pictures videos clips	oral questions oral reports observation	

							computing devices		
11	**1**	Foods and Nutrition	Food groups	By the end of the sub-strand, the learner should be able to: mention reasons for eating food,	Why do we eat food?	learners are guided to mention reasons for eating food (energy, growth, prevent diseases) learners are guided to classify foods into energy giving, body building and protective foods using pictures, realia, charts and video clips	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg 76- realia and pictures of food charts video clips computing devices	oral questions oral reports observation	
	2	Foods and Nutrition	Food groups	By the end of the sub-strand, the learner should be able to group foods into energy giving, body building and protective foods.	Which foods give us energy? Which foods protects our bodies? Which foods build our bodies?	In groups, learners are guided to identify energy giving, body building and protective foods from their environment. Learners are guided to discuss the importance of eating foods from all the three food groups in a meal Learners can take pictures using computing devices of foods from the different classes and display in class	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg 78-79 realia and pictures of Food Charts video clips computing devices	oral questions oral reports observation	
12	**1**	Foods and Nutrition	Food groups	By the end of the sub-strand, the learner should be able to appreciate the importance of eating food from all the three food groups in a meal	Why should we eat food from the three groups in all our meals?	Learners can play games using computing devices on classifying foods into the three food groups Learners can search internet for food items in the different classes of food using computing devices	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg 80-81 realia and pictures of food charts	oral questions oral reports observation	

							video clips computing devices		
	2	Foods and Nutrition	Food and fitness	By the end of the sub-strand, the learner should be able to give reasons why some people eat too much or too little food	Why do some people eat too much or too little food?	learners are guided to give reasons why some people eat too much or too little food through discussions, stories	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg 80-81 Pictures Charts video clips computing devices	oral questions oral reports observation	
13	**1**	Foods and Nutrition	Food and fitness	By the end of the sub-strand, the learner should be able to mention the risks of eating too much or too little food	What are the problems of eating too much or too little food?	In groups, learners are guided to mention the risks of eating too much or too little food using pictures or videos	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg 80-81 Pictures Charts video clips computing devices	oral questions oral reports observation	
	2	Foods and Nutrition	Food and fitness	By the end of the sub-strand, the learner should be able to give reasons why exercising is important in physical fitness	Why should we eat adequate food at the right time?	Learners are guided to identify the importance of engaging in physical exercises through experience sharing, videos, doing exercises.	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg 80-81 Pictures Charts video clips computing devices	oral questions oral reports observation	
14						**ASSEMENT TEST**			