

SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	1	HYGIENE AND NUTRITION ACTIVITIES	2	2020

HYGIENE AND NUTRITION ACTIVITIES

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: a) Identify a toilet/latrine and urinal in the school.	1. What do we use to relieve our urges? 2. What is the difference between a toilet, latrine and a urinal?	1. Guide learners to locate the ablution block and identify a toilet/latrine and urinal. 2. Learners to identify a toilet/ latrine	Video clips Charts Pictures Real toilets, latrines and urinal buildings Oxford Everyday	Ask learners oral questions on toilets, latrines and urinals.	

						using charts, pictures, video clips.	Hygiene and Nutrition, Learner's Book Grade 1 pg. 30-31		
	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.	1. Why should we use the toilet/latrine and urinal appropriately?	1. 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: a) Use appropriately a toilet and urinal in their locality. b) Dispose off soiled materials used in the toilet.	1. Why should we use the toilet and urinal appropriately? 2. What materials do we use for toileting purposes? 3. What is toilet, latrine etiquette?	1. Learners are guided on how to use the toilet and urinal and dispose off soiled materials 2. Learners observe simple toileting etiquette (knocking the door before accessing, flushing the toilet, disposing	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 Hygiene and Nutrition, Learner's Book Grade 1 pg. 33	Observing the procedure of toileting	
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						off used materials appropriately, unnecessary touching of surfaces in the toilet; not eating in the toilet). 3. Learners role play on how to use the toilet.			
	2		Good use of latrine	By the end of the of the lesson, the learner should be able to:	1. Why should we use latrine appropriately? 2. What materials do we	1. Learners are guided on how to use the latrine and	Video clips on good use of a latrine Pictures on the procedure	Observing the procedure of toileting	

				a) Use appropriately a latrine in their locality. b) Dispose off soiled materials used in the latrine.	use for toileting purposes? 3. What is latrine etiquette?	dispose off soiled materials. 2. Learners observe simple toileting etiquette (knocking the door before accessing, positioning themselves in the latrine, disposing off used materials appropriat	of using a latrine A latrine Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 33		
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						ely, unnecessar y touching of surfaces in the latrine; not eating in the latrine). 3. Learners role play on how to use the latrine.			
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 food in their	1.Which foods do you know? 2. Which are the sources of those foods?	1.Guide learners to identify different sources of food in the locality using realia.	Realia foods Food chart Crayons Drawing books Pencils	Listening to the learners name the sources of food.	

				locality (school and home).	3. Which ones are your favourite foods?	2. Learners to draw and colour pictures, on sources of food they have mentioned using computing devices, paper, pencils, and crayons.	Video clips of 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	1. Which foods do we get from animals? 2. Which foods do we get from plants?	1. Guide learners to classify the foods into plant and animal source. 2. Learners to play games on food sources using computing devices.	Realia foods Food sources charts Computers/tablets Camera/phones Oxford Everyday Hygiene and	Observing learners as they classify sources of food (plants and animals).	

				of food in their locality.		3.Learners to take pictures of food sources and display in class	Nutrition, Learner's Book Grade 1 pg. 36		
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?	1. Guide learners name the foods and drinks they consume on daily basis. 2. In pairs, learners share experiences on the foods and drinks they like and dislike. 3.Learners can take pictures of foods and drinks	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.	

						they like or dislike using computing devices and display in class			
	2		Eating habits	By the end of the sub-strand, the learner should be able to: a) Choose healthy food for strong teeth. b) appreciate healthy food for teeth.	1. Which foods are good for my teeth?	1. Guide learners to mention foods that are good for their teeth. 2. Learners to draw and colour using computing devices, paper, pencil or crayons; model	Realia foods good for the teeth like fruits Video clips of children eating healthy foods. Pictures of healthy foods. Oxford Everyday Hygiene and Nutrition, Learner's	Observing learners as they sort out good foods for the teeth.	

						foods that are good for their teeth. 3. Learners to keep a daily log on the foods and drinks they choose to eat that are healthy for their teeth. 4. Learners to take pictures of foods that are healthy for their teeth using	Book Grade 1 pg. 42		
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						computing devices and display in class.			
5	1	Foods	Eating habits	By the end of the sub-strand, the learner should be able to: a) Choose foods that are bad for the teeth. b) appreciate healthy food for teeth.	2. Which foods are bad for my teeth?	1. Guide learners to mention foods that are bad for their teeth. 2. Learners to take pictures of foods that are bad for their teeth using computing devices and	Realia foods bad for the teeth like fruits Video clips of unhealthy foods for the teeth. Pictures of unhealthy foods. Oxford Everyday Hygiene and Nutrition,	Observing learners as they sort out bad foods for the teeth.	

						display them in class.	Learner's Book Grade 1 pg. 42		
	2		Common foods at our locality	By the end of the sub-strand, the learner should be able to: a) Mention different foods eaten at home or at school. b) Identify common foods in the Locality.	1. Which foods are available in the locality?	1. Guide learners to mention foods that they eat at home and at school 2. Learners to draw and colour food items found in the locality using computer application s, paper,	Camera/mobil e phones/tablets Charts of foods in the learners' locality Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 44-45	Listen to the learners as they mention foods in their locality.	

						pencil, crayons 3. Learners to take pictures of different foods available in the locality using different computing devices and display in class.			
6	1	Foods	Senses and food	By the end of the sub-strand, the learner should be able to:	1. How do these food items, look and taste like?	1. In groups, provide learners with an assortment	Realia foods Pictures of foods.	Observe learners as they look at	

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

				some selected foods for fun. b) Appreciate different foods in the locality irrespective of touch and smell.		locality to feel and smell. 2. Learners to identify food items according to touch and smell	food through smelling and touching. Oxford Everyday Hygiene and Nutrition, 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: a) Mention fruits eaten within their locality.	1. Which fruits do we eat in our locality? 2. Which fruits do you like eating?	1. Learners to be provided with an assortment of fruits from the	Realia fruits from the locality Fruits chart Computers/Tablets Fruits flash cards	Observe learners as they collect and identify edible fruits from their locality.	

						locality to identify. 2. Learners to take a walk within their locality and choose pick the fruits they usually eat. 3. Learners can use computing devices to search for other fruits eaten	Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 49		
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	2		Choosing fruits to eat	By the end of the sub-strand, the learner should be able to: a) Tell how to choose fruits eaten within their locality.	1.How do we choose the fruits we eat?	1. Learners are guided to tell factors to consider when choosing fruits (not rotten, withered, infested by pests, discoloured, dirty coated, bruised, mouldy or unripe) 2. Learners can play games on choosing fruits to eat	Fresh fruits 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	Observe learners as they choose fruits to eat.	
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							Nutrition, Learner's Book Grade 1 pg. 50-51		
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 importanc e of washing fruits	1. Why do we clean the fruits we eat?	1. 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.	

				before eating to prevent illnesses.					
	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 of times they eat in a day.	1. How many times do you eat in a day?	1. Learners mention how many times they eat in a day; what they eat and drink during those times. 2. Learners can sing songs and recite poems on how many	Video clips on times to eat in a day Songs Poems Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 55	Ask learners questions on how many times they need to eat in a day.	

						times to eat 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?	1. Guide learners to name the foods eaten at different times of the day. 2. 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	a) Why is it important to eat food daily?	1. Guide learners to state the reasons for eating food every day (for growth, to provide energy for	Pictures of healthy and unhealthy children Pictures of children engaging in	Listen to learners as they give reasons as to why they eat.	

				eat food every day. b) Appreciate the importance of eating food daily.		daily activities, to stay healthy and prevent illness) 2. In groups, learners to share experiences on activities that they do during the day that require energy. 3. Guide learners to sing songs and recite poems on importance of eating daily.	physical activities Songs and poems on eating Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 56-58		
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10	1	Foods	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.	1. What is good behaviour during mealtime	1. 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 hands before and after eating, excuse oneself when leaving the table, clearing one's	Pictures of children observing good behaviour during mealtimes Video clips of children observing good behaviour during mealtimes Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 59-61	Observe learners as they role play on good behaviour during mealtimes	
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						place on the table)			
	2		Why we show behaviour during mealtimes	By the end of the sub-strand, the learner should be able to: 1. State why it is important to have good behaviour during mealtimes. 2. Practice good behaviour during mealtimes.	1. Why is it important to observe good behaviour during mealtimes?	1. 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). 2. Learners to role play on good behaviour	Pictures of children observing good behaviour during mealtimes Video clips of children observing good behaviour during mealtimes Oxford Everyday Hygiene and Nutrition,	Observe learners as they role play on good behaviour during mealtimes	

						during mealtimes	Learner's Book Grade 1 pg. 61-62		
11	1	Foods	Where do we buy foods?	By the end of the sub-strand, the learner should be able to: a) Name foods bought from the different places in the community. b) appreciate the different places for buying food in the community.	1. Where do we buy food?	1. 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)	Pictures of market, shops, butchery, supermarket, kiosk, open air market, green grocers, hotel/restaurant, kiosks and food vendors Real places of where food is sold in the community Video clips of places we buy food	Ask learners orals questions on places where they buy food.	

						2. Learners to name the foods bought from the different places. 3. Learners to take pictures of different places where food is bought.	Cameras/ mobile phones Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 63		
	2		The food we buy	By the end of the sub-strand, the learner should be able to: b) Name foods bought from the different places in the community,	1. What type of food do we buy at the different places	1. Guide learners to name the foods bought from the different places.	A chart of foods and the places they are bought. Flash cards of foods and where the foods are bought.	Observe learners as they match foods with the specific places the foods are bought	

							Real places of where food is sold in the community Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 64-65		
12	1		Buying food	By the end of the sub-strand, the learner should be able to: a) Role play on buying food b) Appreciate the different places for	1. Where do we buy food? 2. What type of food do we buy at the different places?	1. Guide learners to role play on buying food from different outlets 2. Learners can play games on buying food from different	Pictures of different food outlets Video clips on different food outlets Oxford Everyday Hygiene and	Observe learners as they role play on buying food	

				buying food in the community.		places using computing devices	Nutrition, Learner's Book Grade 1 pg. 64-65		
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	2	Safety education	Common accidents at home - Falls	By the end of the sub-strand, the learner should be able to: a) Describe falls. b) Mention causes of falling at home. c) Identify ways of preventing falling at home.	1. What causes falls at home? 2. How can we prevent falls at home?	1. Guide learners to identify falls at home from a variety of pictures on common accidents that occur at home. 2. Learners are guided to state the causes of falls at home such as slippery floors, vegetable/f	Pictures of children who have fallen down and their causes such as slippery floors, vegetable/fruit peelings and poorly arranged furniture. Pictures and video clips on falls and how to prevent them. Oxford Everyday Hygiene and	Ask learners oral questions on falls	
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						ruit peelings and poorly arranged furniture. 3. Learners to tell stories of their experience s of falls at home 4. Learners to identify ways of preventing falls at home (wiping spills, arranging	Nutrition, Learner's Book Grade 1 pg. 67-68 and 75-76		
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						furniture properly, disposing off waste appropriately, covering open pits. 5. Learners to view pictures and video clips on causes of falls in the home and share in class.			
13	1		Common accidents at home - Cuts	By the end of the sub-strand, the	1. What causes	1. Learners are guided to identify	Pictures of children who have cuts	Ask learners oral	

				learner should be able to: a) Describe cuts. b) Mention causes of cuts at home. c) Identify ways of preventing cuts at home.	cuts at home? 2. How can we prevent cuts at home?	cuts at home from a variety of pictures on common accidents that occur at home. 2. Learners are guided to state the causes of cuts at home such as sharp edges, broken glass, rough floors,	down and their causes such as sharp edges, broken glass, rough floors, poorly arranged furniture. Pictures and video clips on cuts and how to prevent them. Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 67-70 And 76-77	questions on cuts	
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						poorly arranged furniture. 3. Learners to tell stories of their experience s of cuts at home 4. Learners to identify ways of preventing cuts at home (proper handling of tools like knives and forks)			
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						5. Learners to view pictures and video clips on causes of cuts in the home and share in class.			
	2		Common accidents at home - Burns	By the end of the sub-strand, the learner should be able to: a) Describe burns. b) Mention causes of burns at home.	1. What causes burns at home? 2. How can we prevent burns at home?	1. Learners are guided to identify burns at home from a variety of pictures on common accidents	Pictures of children who have cuts down and their causes such as naked flame and hot water. Pictures and video clips on burns and	Ask learners oral questions on burns	

				c) Identify ways of preventing burns at home.		that occur at home. 2. Learners are guided to state the causes of burns at home such as naked flame and hot water. 3. Learners to tell stories of their experience s of burns at home 4. Learners identify ways of	how to prevent them. Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 68-69 and 77		
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						preventing burns at home keeping naked flame and water out of reach 5. Learner to view pictures and video clips on causes of burns at the home and share in class.			
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