

**GRADE THREE**

**GRADE THREE HYGIENE AND NUTRITION TERM TWO YEAR 2018**

<b>WEEK</b>	<b>LESSON</b>	<b>STRAND</b>	<b>S-STRAND</b>	<b>SPECIFIC LEARNING OUTCOMES</b>	<b>KEY INQUIRY QUESTIONS</b>	<b>LEARNING EXPERIENCES</b>	<b>LEARNING RESOURCES</b>	<b>ASSESSMENT</b>	<b>REFLECTION</b>
	<b>1</b>								
<b>2</b>	<b>1</b>	<b>Personal hygiene</b>	<b>Personal hygiene during bed wetting</b>	By the end of the sub-strand, the learner should be able to: a) mention causes of bed wetting,	What are the reasons for 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).	<b>Realia charts</b>	<b>1.Observation 2.Oral questions</b>	
	2		<b>Personal hygiene during bed wetting</b>	By the end of the sub-strand, the learner should be able to - mention causes of bed wetting	What are the reasons for bed wetting	The learners will listen to stories and share experiences on bed wetting	<b>Realia Charts</b>	<b>.Observation 2.Oral questions</b>	
3	1		<b>Personal hygiene during bed wetting</b>	By the end of the sub-strand, the learner should be able to ) state the effects of bed wetting	What are the reasons for bed wetting	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	<b>Realia Charts</b>	<b>.Observation 2.Oral questions</b>	
	2	<b>Foods</b>	<b>Eating Habits and Values</b>	By the end of the sub-strand, the learner should be able to: a) 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	<b>Realia charts</b>	Observation	

4	1		<b>Eating Habits and Values</b>	By the end of the sub-strand, the learner should be able to: , b) give reasons for not eating certain foods available in the community	Which foods are available in our community	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	<b>Realia Charts</b>	<b>.Observation 2.Oral questions</b>	
	2		<b>Food Etiquette</b>	By the end of the sub-strand, the learner should be able to: a) 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 etc)	<b>Realia Charts</b>	<b>.Observation 2.Oral questions</b>	
5	1		<b>Food Etiquette</b>	By the end of the sub-strand, the learner should be able to: practice good table manners when taking meals,	Which are the good table manners	Learners can take pictures or record on table manners using computing devices and share in class	<b>Realia Charts</b>	<b>.Observation 2.Oral questions</b>	
	2		Food groups	By the end of the sub-strand, the learner should be able to: a) mention reasons for eating food,	Why do we eat food?	learners are guided to mention reasons for eating food (energy, growth, prevent diseases)	<b>Realia charts</b>	<b>.Observation 2.Oral questions</b>	
6	1		Food groups	By the end of the sub-strand, the learner should	. Which foods give us energy	learners are guided to classify foods into energy	<b>Realia Charts</b>	<b>.Observation 2.Oral</b>	

				be able to: group foods into energy giving, body building and protective foods		giving, body building and protective foods using pictures, realia, charts and video clips		<b>questions</b>	
	2		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	Which foods protects our bodies	Learners are guided to discuss the importance of eating foods from all the three food groups in a meal	<b>Realia Charts</b>	<b>.Observation 2.Oral questions</b>	
7	1		Food and fitness	By the end of the sub-strand, the learner should be able to: a) 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	<b>Realia Charts</b>	<b>.Observation 2.Oral questions 3.written questions</b>	
	2		Food and fitness	By the end of the sub-strand, the learner should be able to: b) 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	<b>Realia Charts</b>	<b>Observation 2.Oral questions</b>	
8	1		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	What are the problems of eating too much or too little food	Learners are guided to identify the importance of engaging in physical exercises through experience sharing, videos, doing exercises	<b>Realia charts</b>	<b>Observation 2.Oral questions</b>	

	2		<b>Safety in food storage</b>	By the end of the sub-strand, the learner should be able to: a) identify storage facilities for food at home,	What foods should be cooked before eating	Learners are guided to identify storage facilities for food (cupboards, shelves, racks, refrigerator, food containers, sacks) through pictures, video clips, charts.	<b>Realia charts</b>	<b>Observation 2.Oral questions</b>	
9	1		<b>Safety in food storage</b>	By the end of the sub-strand, the learner should be able to ) state where to store cooked and raw foods at home	What foods could be eaten raw?	Learners are guided to identify areas where cooked and raw foods could be stored using pictures, videos	<b>Realia charts</b>	<b>Observation 2.Oral questions</b>	
	2		<b>Safety in food storage</b>	By the end of the sub-strand, the learner should be able to mention factors to observe when storing cooked and raw foods at home,	Where do we store cooked and raw foods?	Learners are guided to mention factors to observe when storing food (clean, and cool place; cooked food covered; not mixing cooked and uncooked food; free from pests)	<b>Realia charts</b>	<b>Observation 2.Oral questions</b>	
10	1		<b>Safety in food storage</b>	By the end of the sub-strand, the learner should be able to give reasons for proper storage of food at home	How do we store cooked and raw foods?	Learners are guided to give reasons for proper storage of food (prevent going bad; to preserve so that it can be used later; to avoid contamination from dirt; to prevent from been infested by pests; to prevent wastage	<b>Realia charts</b>	<b>Observation 2.Oral questions</b>	
	2	<b>Safety Educati</b>	<b>Common accidents</b>	By the end of the sub-strand, the learner should	What are the common accidents	Learners are guided to identify causes of	<b>Realia charts</b>	<b>Observation 2.Oral</b>	

		<b>on</b>	<b>and Basic First aid</b>	be able to identify common accidents in the school,	in the school?	common accidents in the classroom (rough surfaces, accidents)		<b>questions</b>	
11	1		<b>Common accidents and Basic First aid</b>	By the end of the sub-strand, the learner should be able to name the causes of common accidents in school	What are the causes of common accidents in the school	In groups, learners listen to stories and share experiences of common accidents they have encountered or witnessed in the school	<b>Realia charts</b>	<b>Observation 2.Oral questions</b>	
	2		<b>Common accidents and Basic First aid</b>	By the end of the sub-strand, the learner should be able to ) names way of preventing common accidents in the school	What are the causes of common accidents in the school	In groups, learners listen to stories and share experiences of common accidents they have encountered or witnessed in the school	<b>Realia charts</b>	<b>Observation 2.Oral questions</b>	
12	1		<b>Common accidents and Basic First aid</b>	By the end of the sub-strand, the learner should be able to names way of preventing common accidents in the school	What is the simple first aid for common accidents in the school	Learners are guided to tell how they can prevent common accidents in the school using demonstration, pictures and illustrations	<b>Realia charts</b>	<b>Observation 2.Oral questions</b>	
	2		<b>Common accidents and Basic First aid</b>	By the end of the sub-strand, the learner should be able to tell the First Aid for fainting and nose bleeding	What is the simple first aid for common accidents in the school	Learners are guided to tell the First Aid for fainting and nose bleeding	<b>Realia charts</b>	<b>Observation 2.Oral questions</b>	
13	1-2		<b>Common accidents and Basic</b>	By the end of the sub-strand, the learner should be able to	What is the simple first aid for common accidents	Learners are guided to tell the First Aid for fainting and nose	<b>Realia charts</b>	<b>Observation 2.Oral questions</b>	

			<b>First aid</b>	tell the First Aid for fainting and nose bleeding	in the school	bleeding			
14		CAT		CAT	CAT	CAT	CAT		