

**GRADE THREE**

**HYGIENE AND NUTRITION GRADE 3 SCHEME OF WORK TERM ONE YEAR 2018**

WEEK	IESSOEN	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REF
1	1-5								
2	1-3	<b>Health practices</b>	Healthy habits	By the end of the sub-strand, the learner should be able to: a) mention healthy habits that promote our well-being, b) state the importance of practising health habits for our well-being, c) practice health habits that promote our wellbeing, d) appreciate the importance of observing health habits for our well-being.	1. Which health habits promote our wellbeing? 2. Why is it important to practice these health habits? 3. Which health habits do you practise daily	<input type="checkbox"/> In groups learners are guided to identify healthy habits that promote wellbeing (wearing clean clothes and shoes, eating regular meals, drinking sufficient clean water, correct sitting posture, regular exercises) using charts, pictures, illustrations, animations, video clips <input type="checkbox"/> Learners state the importance of practicing health habits (good health, prevent illness, proper growth and development, prevent infestation with parasites) <input type="checkbox"/> Learners listen to stories and share experiences that bring out the importance of practising health habits. <input type="checkbox"/> Learners are guided to keep a record of the health habits they practise on a daily basis	<b>Realia charts</b>	<b>1.Observation</b> <b>2.Oral questions</b> <b>3.written questions</b>	
3	1-3		Oral hygiene	By the end of the sub-strand, the learner should be able to: a) name common problems related to teeth, b) mention ways of dealing with common problems related to teeth.	1. What are the common problems related to teeth?	In pairs, learners share experiences on the problems they have experienced with their teeth. <input type="checkbox"/> Learners are guided to identify the common problems related to teeth (bad breath, pain, mouth sores,	<b>Realia charts</b>	<b>.Observation</b> <b>2.Oral questions</b> <b>3.written</b>	

					2. How do we manage common problems with teeth	cavities, teeth not in line, new teeth are bigger than the old) using pictures, video clips <input type="checkbox"/> Learners are guided to tell ways in which common problems relating to teeth can be managed using pictures, video clips. <input type="checkbox"/> Learners listen to a talk by a resource person (dentist/community health worker) on oral hygiene		n questio ns	
4	1-3		<b>Cleaning the classroom</b>	By the end of the sub-strand, the learner should be able to: a) give reasons for cleaning the classroom b) identify materials used to clean the classroom c) care for the classroom d) appreciate the importance of having a clean classroom	1. What materials do we use to clean the classroom? 2. Why do we clean our classroom? 3. How do we clean the classroom? 4. How can we ensure that we maintain class cleanliness	<input type="checkbox"/> In groups, learners are guided to give reasons for cleaning the classroom. <input type="checkbox"/> Learners identify the materials and equipment used for cleaning the classroom using realia and pictures. <input type="checkbox"/> Learners assess their own classroom and identify areas that need to be cleaned. <input type="checkbox"/> Learners are guided to clean the classroom (collecting litter, sweeping the floor, dusting surfaces like desks and chairs, removing cobwebs, emptying the dustbin, opening windows for aeration, arranging furniture)through demonstration, video clips. <input type="checkbox"/> Learners practise how to clean the classroom <input type="checkbox"/> Learners are guided to develop a duty rota on cleaning their classroom <input type="checkbox"/> Learners are guided to develop a checklist which they will use to assess cleanliness of their classroom	<b>Realia Charts</b>	.Observation 2.Oral questions 3.written questions	

						<input type="checkbox"/> Learners can simulate how to clean a classroom using computing devices			
5	1-3		<b>Use of improvised materials for cleaning utensils</b>	By the end of the sub-strand, the learner should be able to: a) identify types of dirt found on utensils, b) identify materials that can be improvised for cleaning utensils, c) prepare improvised cleaning materials for cleaning utensils,	1. What type of dirt do we find on utensils? 2. Which materials can be improvised to clean utensils? 3. How can we prepare improvised materials for cleaning utensils? 4. How do we clean utensils using improvised cleaning	<input type="checkbox"/> Learners are guided to identify types of dirt found on utensils (greasy, starchy, milky dirt) using realia, pictures, video clips. <input type="checkbox"/> Learners are guided to identify cleaning materials using pictures, realia. <input type="checkbox"/> Learners are guided to identify materials that can be improvised. <input type="checkbox"/> Learners are guided in preparing the improvised materials for cleaning e.g sieving ash, crush charcoal, crush egg	<b>Realia charts</b>		

6	1-3		<b>Proper use and storage of medicine at home</b>	By the end of the sub-strand, the learner should be able to: a) identify medicines for internal and external use at home, b) Interpret simple instructions on dosage of medicine for various ailments, c) practice proper storage of medicine at home	1. Which are the internal and external medicines used at home? 2. How will I know how and when to take medicine? 3. How do we store medicine?	Learners are guided to identify internal and external medicines used at home (those to be swallowed and those to be applied) using empty packets and containers. <input type="checkbox"/> In groups, learners are guided to interpret simple instructions on dosage using empty packets and containers of medicine (time of day medicine is taken, amount of medicine to be taken, whether medicine is for internal or external use, if medicine is to be taken before or after meals, for how long the medicine is to be taken	<b>Realia Charts</b>	.Observation 2.Oral questions 3.written questions
7	1-3		<b>Making water safe for drinking</b>	By the end of the sub-strand, the learner should be able to: a) mention ways in which water is contaminated in the environment, b) differentiate between clean water and safe water for drinking, c) state the importance of drinking safe water for good health, d) make water safe for drinking by boiling, e) store boiled water meant for drinking, f) appreciate the need for safe water for drinking	1. How is water contaminated? 2. Is clean looking water safe for drinking? 3. How can we make water safe for drinking? 4. How can	Learners are guided to discuss ways in which water can be contaminated in their environment (human activities-washing clothes, bathing, urinating, swimming and animals-drinking directly from water source, excreting in water) through pictures, charts, video clips. <input type="checkbox"/> Learners are guided to differentiate between clean water and safe water through experimentation (sieve clean looking water with a clean white handkerchief; presence of substances left on the handkerchief is an indication that the water has	<b>Realia Charts</b>	.Observation 2.Oral questions 3.written questions

					we store water safe for drinking?	suspensions in it which makes it unsafe for drinking). <input type="checkbox"/> Learners are guided in group discussions on reasons why we need to drink safe water <input type="checkbox"/> Learners are guided on how to boil water for drinking through a demonstration or watching video clips <input type="checkbox"/> Learners to be guided on how to store boiled for drinking <input type="checkbox"/> Learners can explore other ways in which water is contaminated in their environment by carrying out simple guided experiments, searching the internet, talking to parents/guardians/older siblings/grandparents/resource people			
8	1-3		<b>1.7Kitchen garden</b>	By the end of the sub-strand, the learner should be able to: a) identify forms of kitchen gardens, b) name different crops grown in a kitchen garden, c) state the importance of a kitchen garden at home and school, d) create a kitchen garden at home and school, e) appreciate the importance of a kitchen garden at home and school.	1. What forms of kitchen gardens do we have? 2. Which crops can we grow in kitchen gardens? 3. Why do we need a kitchen garden? 4. How can I make and maintain	<input type="checkbox"/> Learners are guided to identify forms of kitchen gardens (bags, tyres, basins/boxes, pipes, plots, hanging/floating pots, hanging walls) using pictures, charts, video clips <input type="checkbox"/> In groups, learners are guided to discuss the crops grown in kitchen gardens using pictures, video clips, photos <input type="checkbox"/> learners discuss the importance of having a kitchen garden <input type="checkbox"/> Learners are guided in creating a kitchen garden within the school compound <input type="checkbox"/> Learners maintain the kitchen garden in school and at home with the help of a teacher/parent/guardian	<b>Realia Charts</b>	<b>.Observation 2.Oral questions 3.written questions</b>	

					my kitchen garden?	<input type="checkbox"/> Learners can take photos of kitchen gardens at home using computing devices and display in their classroom <input type="checkbox"/> Learners can search the internet using computing devices on other forms of kitchen gardens and plants grown			
9	1-3		Care of toilets/latrines	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) mention reasons for cleaning a toilet, latrine or urinal in their environment</p> <p>b) identify the materials used in cleaning a toilet, latrine or urinal in their environment</p> <p>c) explains the procedure of cleaning a toilet, latrine or urinal in their environment</p> <p>d) appreciate the need for a clean toilet, latrine or urinal in their environment</p>	<p>1. What materials do we use to clean the toilet, latrine or urinal?</p> <p>2. Why do we clean the toilet or urinal?</p> <p>3. How should we clean the toilet/latrine and urinal</p>	<p>Learners are guided to mention the importance of cleaning toilets, latrines or urinal.</p> <p><input type="checkbox"/> Learners identify materials used for cleaning the toilet, latrine or urinal using pictures or realia.</p> <p><input type="checkbox"/> Learners are guided on how clean a toilet, latrine or urinal using demonstration and video clips</p> <p>In pairs, learner's role play on how to clean a toilet, latrine or urinal.</p> <p><input type="checkbox"/> Learners are guided to visit the school ablution block and assess the level of cleanliness and report in class</p>	Realia charts	.Observation 2.Oral questions 3.written questions	
10	1-3		Bed making	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify materials used as beddings at home,</p> <p>b) state the uses of different bedding materials at home,</p> <p>c) make a bed using available beddings at home,</p> <p>d) state the importance of making a bed,</p>	<p>1. What materials do we use as bedding?</p> <p>2. What are the uses of the different</p>	<p>In groups, learners are guided to identify the different bedding materials available at home using realia, pictures and experience sharing.</p> <p><input type="checkbox"/> Learners are guided to state the use of different bedding materials available at home using pictures and realia.</p>	Realia Charts	.Observation 2.Oral questions 3.written questions	

				e) appreciate the need for a well-made bed.	bedding materials? 3. How do we make a bed? 4. Why is it important to make a bed?	<input type="checkbox"/> Learners are guided to make a bed using available material through a demonstration and video clips. <input type="checkbox"/> Learners practice how to make a bed <input type="checkbox"/> Learners peer teach each other on how to make a bed. <input type="checkbox"/> Learners state the importance of making a bed (neatness, comfort, beauty, keep off dust, cleanliness) <input type="checkbox"/> 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 <input type="checkbox"/> Play games on bed making using computing devices <input type="checkbox"/> Learners to sing songs and recite poems on making the bed			
1 1	1- 3		<b>2.1Prevention of parasites in and out of the body</b>	By the end of the sub-strand, the learner should be able to: a) name common external parasites found on the body, b) identify common external parasite found on the body, c) name common internal parasites found in the body,	1. How do external and internal parasites look like? 2. Which parts of the body do they infest? 3. What leads to infestation of parasites on or in the	<input type="checkbox"/> Learners name common body parasites <input type="checkbox"/> Learners identify common external body parasites (lice and jiggers) and where they are found in the body using pictures, video clips, charts <input type="checkbox"/> Learners name common internal body parasites <input type="checkbox"/> Learners identify common internal body parasites (intestinal worms) using pictures, video clips and charts <input type="checkbox"/> Learners are guided in mentioning the causes of parasites (poor personal body hygiene; eating dirty things,	<b>Realia charts</b>	<b>.Observation 2.Oral questions 3.written questions</b>	

					body? 4. What are the effects of parasite infestation	uncooked food) in and on the body using pictures or video clips <input type="checkbox"/> In groups, learners are guided to tell the effects of parasite infestation (illness, discomfort, lack of enough blood in the body, deformed body parts, pain, skin problems/itchiness) using pictures, video clips <input type="checkbox"/> Learners are guided to tell how personal cleanliness can help prevent parasite infestation in and out of the body <input type="checkbox"/> Learners can watch a demonstration, video clips on good practices of personal cleanliness to prevent parasite infestation. <input type="checkbox"/> Learners can search other body parasites using computing devices			
1 2	1- 3		<b>2.1Prevention of parasites in and out of the body</b>	By the end of the sub-strand, the learner should be able to: a) name common external parasites found on the body, b) identify common external parasite found on the body, c) name common internal parasites found in the body, d) identify common internal parasites found in the body,  e) mention the causes of external and internal parasites in the body, f) mention the effects of parasite infestation to the body, g) state the importance of personal cleanliness in preventing internal and	1. How do external and internal parasites look like? 2. Which parts of the body do they infest? 3. What leads to infestation of parasites on or in the body?	<input type="checkbox"/> Learners name common body parasites <input type="checkbox"/> Learners identify common external body parasites (lice and jiggers) and where they are found in the body using pictures, video clips, charts <input type="checkbox"/> Learners name common internal body parasites <input type="checkbox"/> Learners identify common internal body parasites (intestinal worms) using pictures, video clips and charts  <input type="checkbox"/> Learners are guided in mentioning the causes of parasites (poor personal body hygiene; eating dirty things, uncooked food) in and on the body	<b>Realia Charts</b>	<b>.Observation 2.Oral questions 3.written questions</b>	

				external parasites, h) practice personal cleanliness to prevent parasite infestation	4. What are the effects of parasite infestation	using pictures or video clips <input type="checkbox"/> In groups, learners are guided to tell the effects of parasite infestation (illness, discomfort, lack of enough blood in the body, deformed body parts, pain, skin problems/itchiness) using pictures, video clips <input type="checkbox"/> Learners are guided to tell how personal cleanliness can help prevent parasite infestation in and out of the body <input type="checkbox"/> Learners can watch a demonstration, video clips on good practices of personal cleanliness to prevent parasite infestation. <input type="checkbox"/> Learners can search other body parasites using computing devices			
1 3 \$ 1 4	1- 3			CAT	CAT	CAT	CAT		