

Curriculum design

Hygiene and nutrition grade two

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Health Practices	1.1 Importance of breakfast (3 lessons)	By the end of the sub-strand, the learner should be able to: a. State the meaning of the word breakfast, b. Identify when breakfast is taken during the day, c. Name food items taken during breakfast, d. Tell the importance of eating breakfast as a healthy habit, e. Appreciate the importance of taking breakfast in the morning.	<ul style="list-style-type: none"> • Learners are guided to brainstorm on the meaning of the word breakfast. • Learners identify breakfast as a meal taken after a long period of not having eaten (at night). • Learners name food items they eat and drink in the morning. • Learners are guided to tell the importance of eating breakfast as a healthy habit. • Learners are guided to keep a daily record of foods they eat for breakfast. • Learners draw and colour foods eaten for breakfast using pencils, papers, crayons and computing devices. • Learners can type names of foods eaten for breakfast using computing devices. 	1. What is breakfast? 2. Why is it important to eat and drink something in the morning?
Core-Competence to be developed Self-efficacy, Digital literacy				
Link to PCIs: Parental engagement – provide learners with something to eat in the			Link to values: responsibility and unity	

morning. Citizenship –child rights and protection Life skills- effective communication	
Links to other subject(s): Movement and creativity – drawing, colouring	Suggested Community Service Learning: learners advocate for taking of breakfast as a healthy habit in their homes
Non-Formal Activity to support learning Sing songs and recite poems during assembly and parents meeting	Suggested assessment: observation, oral questions
Suggested Resources : chart, pictures, colours, crayons, computing devices	

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> identifies breakfast as a meal eaten in the morning after a long period of not eating(night) names food items that are eaten for breakfast tell why it is important to eat breakfast keep an updated record on foods they eat for breakfast on daily basis. 	<ul style="list-style-type: none"> identifies breakfast as a meal eaten in the morning after a long period of not eating(night) names food items that are eaten for breakfast tell why it is important to eat breakfast keeps a record on items eaten for breakfast 	<ul style="list-style-type: none"> identifies breakfast as a meal eaten in the morning after a long period of not eating(night) names most food items that are eaten for breakfast can give some reasons why it is important to eat breakfast irregularly keep a record of items eaten for breakfast 	<ul style="list-style-type: none"> not able to identify breakfast as a meal eaten in the morning after a long period of not eating(night) not able to name most food items taken for breakfast not able to give reasons why it is important to eat breakfast not able to keep a record of items eaten for breakfast on

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Health Practices	1.2 Oral hygiene (4 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a. Identify good oral habits that promote development of healthy teeth, b. Identify harmful oral habits that damage teeth, c. Practise good oral habits to promote their well-being, d. Appreciate good oral habits to promote their well being. 	<ul style="list-style-type: none"> • In groups learners share experiences on things they do with their teeth. • Learners are guided to identify good oral habits (brushing teeth at least twice a day, eating foods that are good for healthy teeth and visiting a dentist at least twice a year) and bad oral habits (nail biting, pencil chewing, using tooth picks and finger sucking) using pictures, video clips and illustrations. • Learners are guided to keep a simple record on the number of times they brush their teeth in a day. • Learners listen to a talk by a dental practitioner on good oral habits • Learners watch videos that promote good oral habits. 	<p>1. What things do I do that are good for my teeth?</p> <p>2. What things do I do that are harmful for my teeth?</p> <p>3. How many times do I brush my teeth in a day</p>
<p>Core-Competence to be developed Self-efficacy, Digital literacy</p>				
<p>Link to PCIs Health Education - Oral health – good and bad habits for our teeth Service learning and parental empowerment – monitor good oral habits and discourage bad oral habits</p>			<p>Link to values: responsibility, respect and unity as they work in groups</p>	
<p>Links to other subject(s): Movement and creativity – sing songs recite poems Mathematics- recording the number of times they brush</p>			<p>Suggested Community Service Learning activities: advocate for good oral habits that promote healthy teeth among their peers</p>	
<p>Non-Formal Activity to support learning through application: talking walls on good oral habits</p>			<p>Suggested assessment: observation, oral questions</p>	
<p>Suggested Resources: Oral dental hygiene practitioner, pictures of teeth showing effects of good oral habits and poor oral habits, video clips.</p>				

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> • identify good oral habits that promote development of healthy teeth • identify harmful oral habits that damage teeth • keep an updated record on the number of times they brush their teeth 	<ul style="list-style-type: none"> • identify good oral habits that promote development of healthy teeth • identify harmful oral habits that damage teeth • keep a record on the number of times they brush their teeth 	<ul style="list-style-type: none"> • identify some oral habits that promote development of healthy teeth • identify some oral habits that damage teeth • keeps an irregular record on the number of times they brush their teeth 	<ul style="list-style-type: none"> • not able to identify most of the oral habits that promote development of healthy teeth • not able to identify most of the oral habits that damage teeth • not able to keep a record on the number of times they brush their teeth

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Health practices	1.3 Use of different rooms in a house (4 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> Name the various rooms in a house, Mention the use of the various rooms in a house, State the reasons for having different rooms in a house, Name equipment and furniture used in the various rooms in a house, Mention the importance of keeping the various rooms in a 	<ul style="list-style-type: none"> • Learners describe their house to each other and are guided to identify common areas/rooms in their houses. • learners state the use of different rooms in the house to maintain hygiene(kitchen for cooking, bedroom for sleeping, dining for eating, Living room for socializing, and bathroom for bathing). • Learners are guided to sort out equipment for different rooms in a house based on the activities that are carried out in those rooms using pictures (jiko, utensils, chairs, tables, 	<ol style="list-style-type: none"> 1. How many rooms/areas are in your house? 2. Which are these different rooms/areas in your home? 3. What are the main activities carried out in these rooms/ areas? 4. Which

	house clean and tidy.	spoons). <ul style="list-style-type: none"> Learners are guided to mention the importance of keeping the various rooms in a house clean and tidy. Learners draw and colour pictures of equipment used in different rooms in a house. Learners play games by placing different equipment in their respective rooms using computing devices. 	equipment is found in these rooms/areas? 5. Why is it important to keep the house clean
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Core competence to be developed: Critical thinking and problem solving, Communication and collaboration and Digital Literacy

Link to PCIs: DRR- Every room in the house is supposed to be used in the appropriate way to promote hygiene and avoid accidents	Links to values: responsibility and unity
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Link to other subjects: Languages – matching, vocabulary Movement and creativity – drawing, colouring Mathematics – shapes of equipment in the rooms; size , measurement	Suggested Community Service Learning- visit their friends or relatives houses to compare them to theirs
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Suggested non- Formal activity to support learning Compose and present poems and songs on correct use of rooms in a house to avoid accidents and promote hygiene	Suggested assessment: observation, oral questions
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Suggested resources: pictures of equipment used in various rooms in a house, computing devices, pencils, papers and crayons

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> Identify various rooms in a house Mention the use of various rooms in a house List equipment used in various rooms in a house Draw a picture showing the equipment used in various rooms in a house 	<ul style="list-style-type: none"> Identify various rooms in a house Mention the use of various rooms in a house List equipment used in various rooms in a house 	<ul style="list-style-type: none"> identifies most rooms in a house mentions the use of most of the rooms in a house <input type="checkbox"/> list most equipment used in various rooms in a house 	<ul style="list-style-type: none"> not able to identify most rooms in a house not able to mention the use of most rooms in a house <input type="checkbox"/> not able to list most of the equipment found in various rooms in a house

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Health practices	1.4 Cleaning of utensils (4 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a. Mention reasons for cleaning utensils at home,</p> <p>b. Identify materials used for cleaning utensils at home,</p> <p>c. Clean, dry and store the utensils used at home,</p> <p>d. Appreciate the importance of cleaning the utensils at home.</p>	<ul style="list-style-type: none"> • Learners mention reasons for clean utensils at home. • Learners identify materials for cleaning utensils at home using realia (soap and soap dish, sponge/sisal fibre/piece of cloth, drying rack). • In groups learners practise cleaning, drying and storing the utensils (cup, plate, bowl/basin spoon, jug and sufuria). • Learners peer teach on how to clean, dry and store utensils. • Draw and colour various utensils used at home using pencils, papers, crayons and computing devices. • Learners open and watch a video on cleaning, drying and storing utensils. 	<p>1. Why do we clean utensils?</p> <p>2. What do we use to clean the utensils?</p> <p>3. How do we clean the utensils?</p> <p>4. How do we dry and store the utensils?</p>
<p>Core-Competence to be developed Self-efficacy, Communication and collaboration, Digital Literacy</p>				
<p>Link to PCIs: Health education(Hygiene and Nutrition),</p>		<p>Link to values: responsibility and unity</p>		
<p>Links to other subject(s): Environmental activities (disposal of cleaning water, Literacy and indigenous language (acquisition of vocabulary) Movement and creativity(drawing and colouring)</p>		<p>Suggested Community Service Learning: visit the school kitchen or the house of an elderly person and help them clean the utensils</p>		
<p>Suggested non-Formal Activity to support learning: recite a poem on cleaning utensils in the assembly or parents</p>		<p>suggested assessment: observation, oral questions</p>		
<p>Suggested Resources: realia (utensils and cleaning materials), computing devices, papers, pencils and crayons</p>				

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> State reasons for cleaning utensils Identify materials for cleaning utensils Clean, dry and store utensils Peer teach on how to clean, dry and store utensils 	<ul style="list-style-type: none"> State reasons for cleaning utensils Identify materials for cleaning utensils Clean, dry and store utensils 	<ul style="list-style-type: none"> State most reasons for cleaning utensils Identify most of the materials used for cleaning utensils Can clean, dry and store most of the utensils 	<ul style="list-style-type: none"> Not able to state most of the reasons for cleaning utensils Not able to identify most of the materials used for cleaning utensils Not able to clean, dry and store most of the utensils

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Health practices	1.5 Dangers of second hand smoke (2 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> Mention substances that people smoke that are harmful to our health, Mention the places where people smoke these substances, Tell that a person has been smoking, State the meaning of the word second hand smoke, Tell the effects of second hand smoke on health, Develop self-efficacy in avoiding second hand smoke. 	<ul style="list-style-type: none"> learners brainstorm on substances that people smoke and are harmful to our health (tobacco and cigarette) learners mention the areas/places where people smoke these substances learners share experiences on how they have encountered a person smoking learners are guided to tell that a person has been smoking learners are guided to explain the meaning of the word second hand smoke Learners tell the effects of second hand smoke on health 	<ol style="list-style-type: none"> Which are the harmful substances that people smoke? Which places/areas do people smoke from? How can you tell that a person has been smoking ? What is second hand smoke? Why is it important to keep off second hand smoke?
<p>Core-Competence to be developed Self-efficacy, Communication and collaboration, Critical thinking and problem solving</p>				

Link to PCIs: Life skills, Effective communication - morality	Link to values: responsibility
Links to other subject(s): Language- use of polite language in stopping second hand smoking Literacy – names of substances that are smoked	Suggested Community Service Learning: participate in “No smoking campaigns”
Suggested non-formal activity to support learning through application Putting posters on ‘ No smoking’ in and around the school compound	Suggested assessment: assess journals kept, oral questions, reports, written exercise
Suggested Resources : Flash cards, posters, pictures, computing devices	

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> name harmful substances smoked that are harmful to our health tell of the effects of second hand smoke keeps an updated journal on action taken to prevent second hand smoke 	<ul style="list-style-type: none"> name harmful substances smoked that are harmful to our health tell of the effects of second hand smoke keeps a journal on action taken to prevent second hand smoke 	<ul style="list-style-type: none"> names some harmful substances smoked that are harmful to our health tell some effects of second hand smoke keeps a journal, though does not record regularly, on action taken to prevent second hand smoke 	<ul style="list-style-type: none"> not able to name most of the harmful smoked that are harmful to our health not able to tell the effects of second hand smoke not able to keep a journal on action taken to prevent second hand smoke

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Health Practices	1.6 Keeping water safe from contamination (2 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a. Tell what is water contamination,</p> <p>b. Carry out experiment to demonstrate water contamination,</p> <p>c. Mention changes in water that is contaminated,</p> <p>d. State ways in which we can prevent water</p>	<ul style="list-style-type: none"> Learners are guided to brainstorm on the meaning of contaminated water Learners are guided to carry out a simple experiment to illustrate how water is contaminated Learners carry out an experiment that will enable them observe physical changes that occur in contaminated water (change of colour, smell, presence of foreign substances). Learners are guided to tell how they can prevent contamination of water for drinking at home and school Learners open and play a video on activities to 	<p>1. What is water contamination?</p> <p>2. How is water contaminated?</p> <p>3. What happens when water is contaminated?</p>

Core-Competence to be developed

Critical thinking and problem solving, Digital literacy, Communication and collaboration

Link to PCIs:

Citizenship – rights and responsibilities to take care of water sources for the benefit of all

Health Education – Hygiene and Nutrition

Link to values: responsibility and unity

Links to other subject(s):

Environmental activities – water Literacy - vocabulary

Suggested Community Service Learning: participate in World Water Day and water pollution campaigns

Non-Formal Activity to support learning:

Make posters advocating use of clean water for good health

Suggested assessment: oral questions, observation, oral reports

Suggested Resources :charts, pictures, computing devices

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> Tell what is water contamination Mention ways in which water is contaminated Take initiative to prevent water 	<ul style="list-style-type: none"> Tell what is water contamination Mention ways in which water is contaminated 	<ul style="list-style-type: none"> Has a fairly good idea what is water contamination Mention most of the ways in 	<ul style="list-style-type: none"> Not able to tell what is water contamination Not able to tell most of the ways in which water is

contamination in their environment			
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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Health practices	1.7 Re-using water and soap at home (4 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a. Explain the meaning of word re- using,</p> <p>b. Mention ways of re-using water and soap in the home,</p> <p>c. Make a soap gel from left over soap,</p> <p>d. Appreciate re-using water and soap to minimize wastage in the home.</p>	<ul style="list-style-type: none"> Learners brainstorm on the meaning of the word re-using Learners are guided to tell activities at home that use water or soap (washing clothes, washing dishes, washing hands, washing fruits and vegetables). Learners are guided to state how else the water from those activities can be re-used (watering plants using water that washed fruits and vegetables; cleaning the house/toilets and sprinkling on earthen surfaces to reduce dust using water that washed clothes and hands) Learners observe a demonstration on how to make a soap gel using left over soap from home. Learners practice how to make the soap gel and use it for hand washing 	<p>1. What do we use water and soap for?</p> <p>2. How can we re-use water and soap?</p> <p>3. how do we make a soap gel?</p> <p>4. Why do we re-use water and soap</p>

Core-Competence to be developed Critical thinking and problem solving	
Link to PCIs and Values: ESD- environmental education on resource management, citizenship- social cohesion	Link to values: responsibility and unity
Links to other subject(s): Environmental studies	Suggested Community Service Learning: advocate on re-using soap

Literacy - vocabulary	and water in their environment
Suggested non-formal activity to support learning through application: make soap gels for hand washing in school	Suggested assessment: observation, oral questions
Suggested Resources ; realia (bottles, soap flakes from left over soap, water)	

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> Identify ways of reusing soap and water at home Tell the procedure of making a soap gel Follow the correct procedure to make a soap gel using left over soap 	<ul style="list-style-type: none"> Identify ways of reusing soap and water at home Tell the procedure of making a soap gel Make a soap gel using left over soap that is fairly good 	<ul style="list-style-type: none"> Identify most ways of reusing soap and water at home Tell most of the steps in the procedure of making a soap gel Make a soap gel without following the correct procedure 	<ul style="list-style-type: none"> Not able to identify most of the ways of reusing soap and water at home Not able to tell most of the steps in the procedure of making a soap gel Not able to make a good soap gel

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Personal Hygiene	2.1 Use and care of personal items (12 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a. Identify the items used for personal cleanliness, b. Give reasons why we should not share personal items, c. State the procedure used when cleaning items for personal use, d. Clean personal items to promote cleanliness for self and others, e. Identify materials that can be improvised for personal use f. Appreciate the importance of caring for personal items to promote cleanliness for self and others 	<ul style="list-style-type: none"> • Learners brainstorm on items they use for personal cleanliness. • In groups, provide learners with a variety of materials used in personal hygiene (examples: combs, toothbrush, face towel, handkerchief, socks and shoes, towel, body lotion/jelly, nail cutter, cotton buds, toothpaste) for learners to identify which are their personal items. • Learners are guided to identify personal items and give reasons why they should not be shared • Learners are guided to clean their personal items (toothbrush, comb, face towel, handkerchief) using a demonstration or watching video clips. • Learners clean their personal items. • In groups, learners peer teaches on how to clean personal items. • Learners identify materials that can be improvised for personal care (chewed sticks, salt and old pieces of cloth). • Learners take videos of their family members or friends cleaning personal items at home and present them to the teacher. • Draw and colour personal items using pens, papers, crayons and computing devices. 	<ol style="list-style-type: none"> 1. What items do we use for personal cleanliness? 2. How do we clean personal items? 3. Why should we not share personal items? 4. What other materials can we use to improvise personal items?
<p>Core-Competence to be developed Self-efficacy, Digital literacy</p>				
<p>Link to PCIs: Health education – communicable diseases; personal hygiene – by not sharing personal items Service learning and parental engagement- programme to ensure that learners have personal items that are properly cared for and replaced</p>			<p>Link to values: responsibility, respect and unity</p>	

worn out. Learner support programme - peer teaching	
Links to other subject(s): Movement and creativity – drawing, colouring Literacy – items for personal hygiene – new words	Suggested Community Service Learning advocate on the need for having personal items in their community to promote good health.
Suggested non formal activity to support learning: present songs and poems on the need for personal items during school parade	Suggested assessment: observation, oral questions
Suggested Resources : realia, cleaning materials, water, soap, computing devices	

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> • Correctly identifies personal items • Name materials that can be used to improvise personal item • Tell the procedure for caring for personal items • Care for personal items • Tell why we should not share personal items to promote good health • Can peer teach the correct procedures of taking care of personal items 	<ul style="list-style-type: none"> • Correctly identifies personal items • Name materials that can be used to improvise personal item • Tell the procedure for caring for personal items • Care for personal items • Tell why we should not share personal items to promote good health 	<ul style="list-style-type: none"> • Correctly identifies most personal items • Name most materials that can be used to improvise for personal items • Can tell most of the procedures for caring for personal items • Can tell most of the reasons for not sharing personal items to promote good health 	<ul style="list-style-type: none"> • Not able to identify most of the personal items • Not able to name most of the materials that are used to improvise for personal items • Not able to tell most of the procedures for caring for personal items • Not able to tell reasons for not sharing personal items to promote good health

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
3.0 Foods	3.1 Basic Tastes of Food (2 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> Identify the four basic tastes in a variety of foods, Classify foods according to their tastes, Appreciate the different foods have different taste 	<ul style="list-style-type: none"> Learners brainstorm on different tastes of foods they eat In groups, learners are guided to share experiences on taste of varied food using pictures of food items that have varied tastes (sour, bitter, sweet and salty) Learners sort out food items according to taste using pictures or realia. Learners draw some foods and indicate their taste Learners play games on classification of foods according to their taste using computing devices. 	<ol style="list-style-type: none"> How do the foods you eat taste? Which are the four basic tastes of food?
<p>Core competence Critical thinking and problem solving</p>				
<p>Link to PCIs Health education Life Skills- Effective Communication</p>		<p>Link to values: responsibility, unity</p>		
<p>Link to other subjects</p> <ul style="list-style-type: none"> Movement and creative – matching of foods and tastes Environment – plants and animals Language – communication skills and vocabulary 		<p>Suggested community service learning activities: Learners to identify other foods in their locality, other than those presented in class, and tell their tastes</p>		
<p>Suggested non formal activity to support learning: report on the common tastes of food eaten at home</p>		<p>Suggested assessment: oral reports, oral questions, observation</p>		
<p>Resources: realia, pictures, photos and videos of food items, computing devices</p>				

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> identify the four basic tastes of food classify food into the four basic tastes identify taste of other food other than those presented in class 	<ul style="list-style-type: none"> identify the four basic tastes of food classify food into the four basic tastes 	<ul style="list-style-type: none"> identify three of the basic tastes correctly classify most of the foods according to taste 	<ul style="list-style-type: none"> identify less than two of the basic tastes correctly not able to classify most foods according to taste

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
3.0 Foods	3.2 Eating habits (3 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> Mention what family members and friends eat and drink, Identify the food likes and dislikes of family members and friends, Give reasons why different people like different foods, Appreciate the likes and dislikes of food of various people. 	<ul style="list-style-type: none"> In groups, the learners could be guided to share experiences on the foods their family members and friends eat and drink. In groups the learners identify the likes and dislikes of food of their family members and friends. Learners are guided to tell why different people like different foods. Role play food selection for their friends and family members using pictures or realia. Draw and colour foods that their friends and family members like and dislike. Learners take pictures of their family 	<ol style="list-style-type: none"> What foods and drinks are taken by our family members and friends? What foods are liked or disliked by our family members and friends? Why do different people like different foods

Core competences to be developed: Critical thinking and problem solving, Digital literacy	
Link to PCIs: Health education (lifestyle diseases), Service Learning and Parental Involvement, citizenship(social cohesion)	link to values : Responsibility, unity and respect
link to other subjects: <ul style="list-style-type: none"> • Environmental activities (plants and animals) • Literacy (vocabulary on locally available foods) • Language activities (communication skills) 	Suggested community service learning activities: Sing songs and recite poems in school forums in relation to eating habits and values
suggested non formal activity to support learning: eating together with friends during break and lunch time and getting to see what friends	suggested assessment : oral reports, oral questions
resources: pictures, charts and realia of foods eaten, computing devices, papers, pencils and crayons	

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> • Identify foods eaten by friends and family members • Identify food likes and dislikes of family members and friends • Tell why different people like different foods • Able to encourage others to take different kind of foods 	<ul style="list-style-type: none"> • Identify foods eaten by friends and family members • Identify food likes and dislikes of family members and friends • Tell why different people like different foods 	<ul style="list-style-type: none"> • Identify most of the foods eaten by friends and family members • Identify most food likes and dislikes of family members and friends • Can tell why different people like different foods 	<ul style="list-style-type: none"> • Not able to identify most of the foods eaten by friends and family • Not able to identify most food likes and dislikes of family members and friends • Not able to tell why different people like different foods

Strand	Sub strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
3.0 Foods	3.3 Meals and Snacks (2 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a. Tell the number of meals taken in a day</p> <p>b. Differentiate between a meal and a snack from food items in the locality,</p> <p>c. Embrace the importance of taking meals and snacks at the right time.</p>	<ul style="list-style-type: none"> 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. 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 games 	<p>1. How many meals do we take in a day?</p> <p>2. What is the difference between a meal and a snack?</p> <p>3. Why should we take meals and snacks at the right time?</p>

Core competence: Self efficacy

Link to PCIs: Health education (lifestyle diseases)

Links to values: responsibility and respect

links to other subjects:

Suggested community service learning activities:

Engage with family members to find out more about healthy snacks available in the local community

- Environmental activities (plants and animals as sources of food)
- Literacy (locally available foods)
- Language activities (new words)
- Mathematics – number of meals in a day

Suggested non formal activities to support learning:
prepare and use a personal schedule for meal and snacks time

Suggested assessment: oral questions

Resources: pictures of meals and snacks available in the locality, videos of people taking meals and snacks, realia of snacks and meals

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> Identify the number of 	<ul style="list-style-type: none"> Identify the number of 	<ul style="list-style-type: none"> Identify the number of the 	<ul style="list-style-type: none"> Cannot identify the

meals taken in a day <ul style="list-style-type: none"> • Differentiate between a meal and a snack • Able to prepare and follow a personal schedule on meals and snacks time 	meals taken in a day <ul style="list-style-type: none"> • Differentiate between a meal and a snack 	meals taken in a day <ul style="list-style-type: none"> • Cannot differentiate between a meal and a snack 	number of meals in a day <ul style="list-style-type: none"> • Cannot differentiate between a meal and a snack
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Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
3.0 Foods	3.4 Grouping of food (4 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> Mention foods from plant sources within their locality, Group foods according to the different parts of the plants that they come from, Mention different foods from animal sources within the locality, Appreciate the importance of animal and plants as sources of food. 	<ul style="list-style-type: none"> • 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, roots, fruits, seeds and stem) using pictures or realia • 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 	<ol style="list-style-type: none"> 1. What foods do we get from plants? 2. Which are the different parts of the plant that we get food from? 3. What foods do we get from animals?
Competencies to be developed: Critical thinking and problem solving				
Links to PCIs: ESD – environmental education and animal welfare		Link to values: responsibility and unity		

links to other subjects: <ul style="list-style-type: none"> • Environmental activities (plants and animals) • Language activities (vocabulary) • Indigenous language (foods in the local language) 	Suggested community service learning activities: Visit a nearby farm to observe animals and plants that serve as sources of food
Suggested non formal activities to support learning: visit the school farm to identify various sources of food available	Suggested assessment: observation, written exam, oral questions

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> • identify foods got from plants within their locality • group foods according to the parts of the plant they come from • identify foods from animals in their locality • peer teach on plant and animal food sources in their locality 	<ul style="list-style-type: none"> • identify foods got from plants within their locality • group foods according to the parts of the plant they come from • identify foods from animal in their locality 	<ul style="list-style-type: none"> • identify most foods got from plants within their locality • group most of the foods according to the parts of the plant they come from • identify most of the foods from animals 	<ul style="list-style-type: none"> • not able to identify most foods got from plants within their locality • not able to group most of the foods according to parts of the plants they come from • not able to identify most of the food from animal

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
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3.0 Foods	3.5 Food for school going children (2 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a. Mention foods eaten by school going children in the locality,</p> <p>b. Identify the amount of food eaten by school going children in the locality,</p> <p>c. Mention dangers of eating too much or too little food for well-being,</p> <p>d. State the importance of eating enough food for good health.</p>	<ul style="list-style-type: none"> • Learners name different types of food they eat. • Learners are guided to identify the amount of food they eat using pictures. • 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. 	<ol style="list-style-type: none"> 1. What type of food do you eat? 2. How much food do you eat? 3. What happens if you eat too much or too little food? 4. Why is it important to eat food that is enough?
Core competences to be developed: Critical thinking and problem solving				
Links to PCIs: Citizenship – child care and protection Health Education(nutrition)			Link to values: Love, Respect and Responsibility	
Links to other subjects: • Religious activities (minding others welfare)			Suggested community services learning activities: Participate in health campaigns related to lifestyle diseases	
Suggested non formal activity to support learning: Participate in school feeding programme			Suggested assessment: oral report, oral questions	
Suggested resources: pictures, charts, video clips				

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> • identify the amount of food eaten by school going children in their locality 	<ul style="list-style-type: none"> • identify the amount of food eaten by school going children in their locality 	<ul style="list-style-type: none"> • identify the amount of food eaten by school going children in their locality 	<ul style="list-style-type: none"> • not able to identify the amount of food eaten by school going children in their locality

<ul style="list-style-type: none"> • mention dangers of eating too little or too much food • tell the importance of eating enough food • peer teach on dangers of eating too much or too 	<ul style="list-style-type: none"> • mention dangers of eating too little or too much food • tell the importance of eating enough food 	<ul style="list-style-type: none"> • mention most dangers associated with eating too much or too little food • fairly tell the importance of eating enough food 	<ul style="list-style-type: none"> • not able to mention most dangers associated with eating too much or too little food • not able to tell the importance of eating enough food
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Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
3.0 Foods	3.6 Good eating habits (2lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a. State how food is apportioned on a plate,</p> <p>b. Give the importance of using a variety of foods in a plate</p> <p>c. Appreciate variety of foods on a plate.</p>	<ul style="list-style-type: none"> • 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 showing plant protein and animal protein) • 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. 	<p>1. How do I apportion food on a plate?</p> <p>2. Why should I use the right amount of food when apportioning?</p> <p>3. Why should we minimize food wastage</p>

Core competences to be developed: self-efficacy

Links to PCIs: Health education – lifestyle diseases

Links to values: responsibility and respect

Links to other subjects:

- Language activities (vocabulary)

Suggested community service learning activities: attend wedding ceremonies and family get together and observe how food

<ul style="list-style-type: none"> Environmental activities (plants and animals) 	apportioned
Suggested non formal activity to support learning: Draw charts on how to apportion food on a plate an pin on notice board	Suggested assessment: oral report, oral questions
Suggested resources: realia, drawing paper, colours, crayons, pictures of food items, video clips	

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> tell how food is apportioned in a plate identify suitable foods on a plate to promote good health guide other learners on how to apportion food on a plate 	<ul style="list-style-type: none"> tell how food is apportioned in a plate identify suitable foods on a plate to promote good health 	<ul style="list-style-type: none"> tell how to apportion food on a plate not able to identify suitable foods to promote good health 	<ul style="list-style-type: none"> not able to tell how food is apportioned not able to identify suitable foods to promote health

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
3.0 Foods	3.7 Food Advertisement (3 lesson)	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) tell the meaning of the word advertisement</p> <p>b) identify an advertisement on food</p> <p>c) tell the effects of food advertisements on their feelings.</p> <p>d) tell how advertisement can influence their choice of food</p>	<ul style="list-style-type: none"> 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). Learners share experiences on how advertisements makes them feel. Learners are guided to tell how advertisements can influence our choice of foods. 	<p>1. What is food advertisement</p> <p>2. How do food advertisements make you feel?</p> <p>3. How do advertisements influence your choice of food?</p>

			<ul style="list-style-type: none"> Learners open and play several video clips on food advertisements and report their observations in class 	
Core competences to be achieved: Critical thinking, Digital literacy, Communication and collaboration				
Link to PCIs: Life skills (Effective communication)		Link to values: responsibility and respect		
Link to other subjects: <input type="checkbox"/> Language activities self-expression on choice of food advertisements)		Suggested community service learning activities: visit a nearby market and observe different ways used to advertise food		
Suggested non formal activity to support learning: Collect posters and newspapers cuttings on informative food advertisements and put them on the school notice board for others to see		Suggested assessment: oral questions		
Resources: pictures, video clips, computing devices				

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
advertisement on their feelings <input type="checkbox"/> can tell how advertisement affects choice of food <input type="checkbox"/> can choose healthy foods without influence by advertisements and guide others to do the same	advertisement on their feelings tell how advertisement affects choice of food <input type="checkbox"/> can choose healthy foods without influence by advertisements	<input type="checkbox"/> can identify a food advertisement with some assistance <input type="checkbox"/> can tell effect of advertisement on feelings <input type="checkbox"/> not able to make healthy food choices	<input type="checkbox"/> not able to identify advertisements on food. <input type="checkbox"/> not able to tell effect of food advertisement on feelings. <input type="checkbox"/> not able to make healthy food choices

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
3.0 Safety Education	3.8 Food Safety Handling of cooked food (4 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a. Mention hygiene practices while handling cooked food,</p> <p>b. Mention factors to observe when buying food from a food vendor,</p> <p>c. Appreciate the importance of observing hygiene when handling cooked food.</p>	<ul style="list-style-type: none"> learners are guided to say 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 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 	<p>1. How should we handle cooked food?</p> <p>2. What should we look for when buying food from food vendors?</p> <p>3. Why should we observe hygiene practices when handling cooked food</p>
Core competences to be developed: Critical thinking and problem solving				
Link to PCIs: Health education - personal hygiene and communicable diseases		Link to values: responsibility		
Link to other subjects: – new words		Suggested community service learning activities: Visit food vendors near the school and observe how they handle food and share the experiences in class and with their parents		
Suggested non formal activity to support learning: sports day, games and festival can provide an opportunity to observe learners make wise choices in buying from food vendors		Suggested assessment: oral reports, oral questions, observation of role play, observation when eating their own cooked food.		
Suggested resources: protective clothing like gloves, apron ;clean food containers, pictures, charts, video clips				

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> • Tell hygiene practices when handling cooked food • Mention factors to observe when buying food from vendors • Reports cases of food vendors who handle food without observing hygienic practices 	<ul style="list-style-type: none"> • Tell hygiene practices when handling cooked food • Mention factors to observe when buying food from vendors 	<ul style="list-style-type: none"> • Tells most of the hygienic practices observed when handling cooked food • Mentions most factors to observe when buying food from vendors 	<ul style="list-style-type: none"> • Not able to tell most of the hygienic practices observed when handling cooked food. • Not able to mention most of the factors to observe when buying food from vendors

Strand	Sub-Strand	Suggested Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
4.0 Safety Education	4.1 Waste disposal in the classroom (3 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> Identify types of waste found in the classroom, Identify containers used for putting waste in the classroom, 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. 	<ul style="list-style-type: none"> • 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. • learners are guided to collect and dispose waste from the classroom using demonstration. • Learners practise waste disposal in their 	<ol style="list-style-type: none"> 1. What waste is found in the classroom? 2. Where do we put waste in the classroom? 3. How do we dispose waste collected in the classroom? 4. Why should we dispose waste collected in the classroom?

			<ul style="list-style-type: none"> 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 	
Core competences to be developed: critical thinking and problem solving				
Link to PCIs: ESD (Environmental education)			Link to values: responsibility, unity and patriotism	
Link to other subjects:			Suggested community service learning activities: Participate in world environmental day through poems and songs on proper disposal of waste	
Suggested non formal activity to support learning: class cleanliness competition, talking walls and prepare a waste disposal schedule to be done in turns by all learners in the class.			Suggested assessment: observation, oral questions	
Suggested resources: realia (dustbin, waste materials) charts, videos clips, pictures/illustrations				

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> Identify types of waste found in the classroom Identify containers where waste is put in the classroom Mention the importance of waste disposal in the classroom Practise waste collection and disposal in the classroom Advocate for waste collection and disposal in the classroom. 	<ul style="list-style-type: none"> Identify types of waste found in the classroom Identify containers where waste is put in the classroom Mention the importance of waste disposal in the classroom Practise waste collection and disposal in the classroom 	<ul style="list-style-type: none"> Identify most types of waste found in the classroom Identify the container where waste is put in the classroom Irregularly practise waste collection and disposal in the classroom 	<ul style="list-style-type: none"> Not able to identify most types of waste Not able to identify containers where waste is put in the classroom Rarely practise waste collection and disposal in the classroom

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
4.0 Safety Education	4.2 Common accidents and Basic First aid (6 lesson)	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> Identify common accidents in the classroom, Name the causes of common accidents in classroom, Names way of preventing common accidents in the classroom, Demonstrate first aid for common accidents in the classroom, Develop responsibility in preventing accidents in the classroom. 	<ul style="list-style-type: none"> 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. 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 classroom. 	<ol style="list-style-type: none"> What are the common 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?
Core competences to be developed: self-efficacy, Communication and collaboration				
Link to PCIs: ESD – DRR, safety and security		link to values: responsibility		
Links to other subjects: <ul style="list-style-type: none"> Environmental activities Language activities (vocabulary) 		Suggested community services learning activities: Visit other classes to see what dangers are likely to occur and share experiences with other learners		
Suggested non formal activity to support learning: talking walls, songs and poems, scouts and girl guides		suggested assessment: observation, oral reports, oral questions		
Suggested resources: pictures, charts, video clips, first aid kit				

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<ul style="list-style-type: none"> • Identify common accidents in the classroom • Mention simple first aid for common accident in the classroom • Name causes of common accidents in the classroom • Mention simple first aid for common accidents in the classroom • Mention safety precautions to observe to prevent accidents in the classroom • Attends to duties allocated in ensuring the classroom is safe and reports any dangers • Makes effort to attend to some of the things that pose danger in class 	<ul style="list-style-type: none"> • Identify common accidents in the classroom • Mention simple first aid for common accidents in the classroom • Name causes of common accidents in the classroom • Mention safety precautions to observe to prevent accidents in the classroom • Attends to duties allocated in ensuring the classroom is safe and reports any dangers observed 	<ul style="list-style-type: none"> • Identifies most common accidents in the classroom • Mentions most of the simple first aid for common accidents in the classroom • Names most of the causes of common accidents in the classroom • Mentions most safety precautions to observe to prevent accidents in the classroom • Attends to duties allocated irregularly in the classroom and occasionally reports dangers observed 	<ul style="list-style-type: none"> • Not able to identify most common accidents in the classroom • Mentions a few of the simple first aid for common accidents in the classroom • Not able to name most of the causes of common accidents in the classroom • Not able to mention most of the safety precautions to observe to prevent accidents in the classroom • Rarely attends to duties allocated; does not report dangers observed