

Curriculum design Hygiene and nutrition grade one

Essence statement

Hygiene and nutrition activities equip learners with the basic knowledge, skills and attitudes that promote a happy and healthy lifestyle. The learner is given the ability to take care of their own wellbeing as well as that of others by learning and adopting healthy habits in hygiene and nutrition.

The learner shall be engaged in practical activities that promote healthy eating habits and adoption of appropriate hygiene practices. This will enable the country prevent many of the infections associated with poor hygiene and sanitation practices. Chronic lifestyle diseases associated with poor eating habits will also be minimized by making sure that healthy habits are introduced as the children start their education. The subject also covers oral and dental health, basic first-aid for common accidents, safety at home and school and consumer education

Learning outcomes for hygiene and nutrition

By the end of Early Years Education, the learner should be able to:

1. Practice hygiene, proper sanitation and safety to promote health and well-being.
2. Demonstrate good health habits that promote the well-being of self and others.
3. Make appropriate choices of foods and drinks that promote good health.
4. Demonstrate ability to conserve resources in their daily activities
5. Practice appropriate etiquette for interpersonal relationships.

| Strand | Sub- strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|---------------------------------|---|---|---|
| 1.0 Health Practices | 1.1 Healthy habits (5 lessons) | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a. Identify health habits that prevent illnesses,</p> <p>b. State the importance of practicing health habits to promote wellbeing of self and others,</p> <p>c. Practise health habits that promote wellbeing,</p> <p>d. Appreciate the importance of practising health habits to promote wellbeing of self and others.</p> | <ul style="list-style-type: none"> ● Learners identify health habits that prevent illnesses(hand-washing, using the toilet/latrine, drinking safe water, not using excessive salt or sugar, eating healthy foods, adequate sleep and rest, physical activities and exercise, bathing daily) using various multi-media elements. ● Learners state the importance of practicing health habits. ● Learners observe demonstrations of healthy habits. ● Learners role play health habits. ● Learners practice health habits and keep a simple journal on health habits they have observed. | <p>1. Which are some of the good health habits?</p> <p>2. Why do we practice health habits?</p> |
| Core competence to be developed: Self-efficacy | | | | |
| Links to PCIs: Health education, self-awareness | | | Link to values: Responsibility | |
| <p>Links to other subjects;</p> <p>Mathematics: recording hours slept, number of times they wash hands.</p> <p>Engage in physical activities among other healthy practices</p> | | | <p>Suggested Community Service Learning: Guide others to practise good habits for healthy living.</p> | |
| <p>Suggested non- formal activity to support learning through application</p> <p>Participate in activities held during hand washing day, water day, Present songs, poems, rhymes on hygiene practices during public forums.</p> <p>Visit a prospective sponsor to facilitate provision of sanitation facilities in school</p> | | | <p>Suggested assessment: observation, oral questions, checking the journal</p> | |
| Suggested resources: pictures, photos, video clips, charts | | | | |

Suggested Assessment Rubric

| Exceeding expectation | Meeting expectation | Approaching expectation | Below expectation |
|--|---|---|--|
| <ul style="list-style-type: none"> Name health habits that promote their well being State the importance of practicing health habits Keeps an updated journal on health habits practiced Sensitizes other learners to practice health habits | <ul style="list-style-type: none"> Name health habits that promote their well being State the importance of practicing health habits Keeps an updated journal on health habits practiced | <ul style="list-style-type: none"> Can name some of the health habits that promote well being Can state some of the reasons why it is important to practice health habits Keeps a journal on health habits but it is not updated | <ul style="list-style-type: none"> Cannot name most of the health habits Not able to state the importance of practicing health habits Not able to keep a journal on health habits |

| Strand | Sub- strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-----------------------------|--|--|--|--|
| 1.0 Health Practices | 1.2 Care of the teeth (3 lessons) | <p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> Identify milk teeth as temporary in childhood, Mention hygienic practices to observe during shedding of milk teeth, Observe hygienic practices during shedding of milk teeth, Appreciate shedding of teeth as a natural process. | <ul style="list-style-type: none"> Learners are guided to identify the appearance of teeth during the different stages of development (an infant, a toddler, a school age pupil). Learners colour or model a tooth. Learners share experiences or tell stories about shedding milk teeth during childhood. Learners are guided to mention the hygienic practices to observe during shedding of teeth(washing hands, gargling salty water after extraction, proper disposal of shed tooth, proper disposal of soiled materials used after tooth extraction) Learners observe a demonstration of hygienic | <p>1. How do you care for a gum where the tooth has been removed?</p> |

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| | | | <ul style="list-style-type: none"> Learners role play hygienic practices to observe during shedding of teeth | |
| Core competence to be developed: communication and collaboration, imagination and creativity, self-efficacy | | | | |
| Links to PCIs and Values: Self-awareness, empathy | | | Link to values: Responsibility | |
| Links to other subjects: Environmental activities : disposal of tooth and soiled materials Mathematic: counting teeth Movement and creative activities : drawing a tooth and colouring | | | Suggested Community Service Learning: Advocate for use of hygienic practices among peers during shedding of teeth. | |
| Non- Formal activity to support learning through application Participate in oral health campaigns through songs, poems, posters | | | Suggested assessment: oral questions, observation | |

Suggested Assessment Rubric

| Exceeding expectation | Meeting expectation | Approaching expectation | Below expectation |
|---|---|---|---|
| <ul style="list-style-type: none"> identify milk teeth tell the hygienic practices during shedding of teeth empathize with learners who are shedding teeth | <ul style="list-style-type: none"> identify milk teeth tell the hygienic practices during shedding of teeth | <ul style="list-style-type: none"> identify milk teeth can tell some of the hygienic practices during shedding of teeth | <ul style="list-style-type: none"> not able to identify milk teeth not able to tell most of the hygienic practices during shedding of teeth |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|--|---|--|---|
| 1.0 Health practice | 1.3 Use of medicine (2 lessons) | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a. Mention common forms of medicine used in our homes,</p> <p>b. State precautions when handling medicine found in the home</p> <p>c. Appreciate cleanliness when taking medicine at home and school.</p> | <ul style="list-style-type: none"> • Learners are guided to identify some common forms of medicine used at home (tablets, capsules, syrups, ointment creams, inhalers, eye/ear/nose drops) • Learners discuss the precautions to take when handling with medicine at home (washing hands when handling medicine use of clean and safe water to take medicine, not sharing medicine, taking dosage as prescribed, proper storage of medicine). • Learners are guided to mention why they should observe cleanliness when taking medicine at home and school. • Learners role play precautions and cleanliness when taking medicines. • Learners can watch a video clip on different forms of medicines | <p>1. What precautions are needed when handling medicine at home</p> <p>2. Why should we practice cleanliness when taking medicine?</p> |
| <p>Core competence to be developed: Self-efficacy, Communication and collaboration</p> | | | | |
| <p>Link to PCIs : Health education</p> | | | <p>Link to values: responsibility</p> | |
| <p>Link to other subjects: Languages – role play</p> | | | <p>Suggested Community Service Learning activities: Advocacy on hygienic practices when taking medicines</p> | |
| <p>Suggested non- formal activity to support learning Visit a chemist to see various types of medicine and storage</p> | | | <p>Suggested assessment: observation, oral questions</p> | |
| <p>Suggested resources: empty packets or containers of various forms of medicine commonly used at home, pictures, photos, video clips</p> | | | | |

Suggested Assessment Rubric

| Exceeding expectation | Meeting expectation | Approaching expectation | Below expectation |
|---|---|--|---|
| <ul style="list-style-type: none">• Correctly identifies different forms of medicine used at home• Can mention precautions when handling medicines • Can mention how to practice cleanliness when taking medicine• Guide other learners in practising cleanliness when taking medicine | <ul style="list-style-type: none">• Correctly identifies different forms of medicine used at home• Can mention precautions when handling medicines • Can state how to practice cleanliness when taking medicine | <ul style="list-style-type: none">• Correctly identifies most forms of medicine used at home• Can mention some of the precautions when handling medicines • Can mention some of the cleanliness practices when taking medicine | <ul style="list-style-type: none">• Not able to identify most forms of medicine used at home• Not able to mention most of the precautions when handling medicines • Not able to state most of the cleanliness practices when taking medicine. |

| Strand | Sub- strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|----------------------|---|---|--|---|
| 2.0 Personal hygiene | 2.1 Care of different parts of the body (15 lessons) | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a. Name materials used to clean the different parts of the body,</p> <p>b. Mention the procedures used to clean different parts of the body,</p> <p>c. Use appropriate materials to clean different parts of the body,</p> <p>d. Clean body parts without wasting cleaning materials,</p> <p>e. Appreciate the importance of a clean body for personal hygiene.</p> | <ul style="list-style-type: none"> • Learners identify cleaning materials used to clean parts of the body (sponges, pumice stone, face towel, plant fibres, leaves, toothbrush, ear buds) • Learners observe a demonstration on cleaning parts of their body. • Learners practise how to clean parts of the body using dolls. • Learners clean parts of their body (Face, Teeth, Hands, Feet and Hair). • Learners are guided to use cleaning materials without waste (soap, water, toothpaste) • Learners role play on how to clean parts of the body. • Learners sing songs, recite poems on cleaning parts of the body. • Learners maintain a simple daily record on cleaning the body. | <p>1. Why do we clean our bodies?</p> <p>2. What materials do we use to clean our bodies?</p> <p>3. How can we use cleaning materials without waste?</p> |

Core competence to be developed: Communication and collaboration, Creativity and imagination and Self-efficacy

Links to PCIs: Life skills – self-awareness, self-esteem,

Link to values: Responsibility

Links to other subjects:

English – rhymes, role playing
 Movement and creative activities – songs
 Mathematics activity – keeping a daily record in cleaning body parts
 Environmental activity – alternative cleaning materials

Suggested community service learning activities:

Parental programme on personal hygiene

Suggested non formal activity to support learning:

Present songs and poems during parade/ parents meetings/
 public forums and other events

Suggested assessment: observation, oral questions, written exercises

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| Participate in charity activities targeting personal hygiene. | |
| Resources: pictures, video, soap, water, towel, doll, nail cutter, pumice stone, body oil, comb, toothbrush, toothpaste, improvised cleaning materials, | |

Suggested Assessment Rubric

| Exceeding expectation | Meeting expectation | Approaching expectation | Below expectation |
|---|---|--|---|
| <ul style="list-style-type: none"> • Able to identify and use the cleaning materials to clean parts of the body • Accurately states the procedures for cleaning body parts • Demonstrates ability to care for the various body parts • Use cleaning materials without waste • Forms a habit of cleaning the body daily • Can teach others how to clean various body parts | <ul style="list-style-type: none"> • Able to identify and use the cleaning materials to clean parts of the body • Able to tell the procedures for cleaning body parts • Care for various body parts • Use cleaning materials without wasting • Develops a habit of cleaning the body daily | <ul style="list-style-type: none"> • Can identify and use some of the cleaning materials to clean parts of the body • Can state some of the procedures for cleaning body parts • Demonstrates ability to care for some of the body parts • Needs guidance to use cleaning materials without waste • Cleans some parts of the body daily | <ul style="list-style-type: none"> • Not able to identify most of the cleaning materials; not able to use the correct cleaning materials for different body parts • Not able to state most of the procedures for cleaning body parts • Not able to demonstrate ability to care for most of the body parts • Not economical in use of cleaning materials. • Do not clean most of the body |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|---|--|---|---|
| 1.0 Personal Hygiene | 2.1 Use of toilet and latrines (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 a toilet/latrine and urinal in the school, b. State why we need to use a toilet in our environment for the wellbeing of self and others, c. Use appropriately a toilet/latrine and urinal in their locality, d. Dispose off soiled materials used in the toilet, e. Appreciate the importance of using the toilet correctly within their environment. | <ul style="list-style-type: none"> • Learners locate the ablution block and identify a toilet/latrine and urinal. • Learners identify a toilet/ latrine using charts, pictures, video clips • Learners are guided to mention why they need to use the toilet appropriately. • Learners are guided on how to use the toilet/latrine and urinal and dispose off soiled materials • Learners observe simple toileting etiquette (knocking the door before accessing, flushing the toilet, disposing off used materials appropriately, unnecessary touching of surfaces in the toilet/latrine; not eating in the toilet). • Learners role play on how to use the toilet | <p>1. Why should we use the toilet/latrine and urinal appropriately?</p> <p>2. What materials do we use for toileting purposes?</p> <p>3. What is toilet, latrine etiquette?</p> |
| Core competence to be developed: Self efficacy in using the toilet | | | | |
| Links to PCIs and Values: self-awareness, self-esteem, | | Link to values: Responsibility; respect | | |
| <p>Links to other subjects:</p> <p>English – rhymes, role playing</p> <p>Environmental activity – alternative materials for use in toilet, waste disposal</p> <p>Literacy – vocabulary on the toilet and toilet material</p> | | Suggested Community Service Learning activities: Guide others on proper use of the toilet in their environment | | |
| <p>Non- Formal activity to support learning through application:</p> <p>songs and poems during forums like parents day</p> <p>Participate in planting /watering plants used as toileting materials.</p> | | Suggested assessment: observation, oral questions, oral reports | | |
| Suggested resources: pictures, video, soap, water, towel, doll, nail cutter, pumice stone, body oil, comb, toothbrush, toothpaste, improvised cleaning materials | | | | |

Suggested Assessment Rubric

| Exceeding expectation | Meeting expectation | Approaching expectation | Below expectation |
|--|--|---|--|
| <ul style="list-style-type: none"> • Can be able to use the toilet/latrine or urinal correctly • Identifies and uses the correct toileting material and disposes them off appropriately • Confident in using the toilet • Observes etiquette when using the toilet • Can be able to assist another student use the toilet/latrine or urinal correctly | <ul style="list-style-type: none"> • Can be able to use the toilet/latrine or urinal correctly • Can tell why we need to use the toilet • Identifies and uses the correct toileting material and disposes them off appropriately • Confident in using the toilet • Observes etiquette when using the toilet | <ul style="list-style-type: none"> • Can be able to use the toilet/latrine or urinal most of the time • Can tell with prompting why we need to use the toilet • Needs assistance in using the toilet some of the time • Observes etiquette most of the time | <ul style="list-style-type: none"> • Not able to use the toilet or latrine most of the time • Not able to tell why we need to use the toilet. • Not able to use the toilet without assistance most of the time • Does not observe etiquette most of the time |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning | Key Inquiry Question(s) |
|--|------------------------------|---|--|---|
| 3.0 Foods | 3.1 Food sources (2 lesson) | <p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> a. Name the different sources of food in their locality, b. Classify food into plant and animal sources, c. Embrace the different sources of food in their locality. | <ul style="list-style-type: none"> • Learners identify different sources of food in the locality using realia. • Learners classify the foods into plant and animal source. • Learners draw and colour pictures, on sources of food using computing devices, paper, pencils, and crayons. • Learners play games on food sources using computing devices. • Learners can take pictures of food sources and display in class | <ol style="list-style-type: none"> 1. Which foods do we get from animals? 2. Which foods do we get from plants? |
| <p>Core-Competence to be developed Critical thinking, Creativity and imagination, Digital literacy, Communication and collaboration</p> | | | | |

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| Link to PCIs: ESD – appreciating animals and plants as a source of food | Link to values: responsibility, respect |
| Links to other subject(s): Environmental activities – plants and animals Movement and creative activities – drawing and colouring Literacy – names of plants and animals | Suggested Community Service Learning activities: taking care of animals and plants in their environment |
| Suggested non-formal activity to support learning Visit a neighbouring farm to see plants grown and animals kept for food sources | Suggested assessment: oral questions |
| Suggested Resources: realia, video clips, photos, computing devices | |

Suggested Assessment Rubric

| Exceeding expectation | Meeting expectation | Approaching expectation | Below expectation |
|--|---|---|--|
| <ul style="list-style-type: none"> identify different sources of food from their environment classify foods according to plant or animal source peer teach others on classification of food sources | <ul style="list-style-type: none"> identify different sources of food from their environment classify foods according to plant or animal source | <ul style="list-style-type: none"> can identify one source of food in their environment can classify most foods according to plant or animal source | <ul style="list-style-type: none"> not able to identify the sources of food in their environment not able to classify most foods according to plant or animal source |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|----------------------------------|--|--|--|
| 3.0 Foods | 3.2 Eating habits (3 lessons) | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a. Name foods and drinks they consume on a daily basis,</p> <p>b. Mention their likes and dislikes of food and drinks they eat at home,</p> <p>c. Choose healthy food for strong teeth,</p> <p>d. Appreciate healthy food for teeth.</p> | <ul style="list-style-type: none"> • Learners name the foods and drinks they consume on daily basis. • In pairs, learners share experiences on the foods and drinks they like and dislike. • Learners are guided to mention foods that are good and bad for their teeth. • Learners draw and colour using computing devices, paper, pencil or crayons; model foods that are good for their teeth. • Learners are guided to keep a daily log on the foods and drinks they choose to eat that are healthy for their teeth. • Learners can take pictures of foods and drinks they like or dislike using computing devices and display in class. • Learners can take pictures of foods that are healthy for their teeth using computing devices and display in class. | <p>1. Which foods do I like and dislike?</p> <p>2. Which foods are good for my teeth?</p> <p>3. Which foods are bad for my teeth?</p> |
| <p>Core-Competence to be developed Self-efficacy, Critical thinking, Communication and collaboration; Digital literacy</p> | | | | |
| <p>Link to PCIs: Oral health education,</p> | | | <p>Link to values: responsibility, integrity</p> | |
| <p>Links to other subject(s): Movement and creativity – drawing pictures of foods they like, dislike, healthy for their teeth Literacy – types of foods and drinks</p> | | | <p>Suggested Community Service Learning: Advocacy on foods that are good for the teeth in their community</p> | |
| <p>Suggested non-formal activity to support learning through application Participate in oral health campaigns in the community.</p> | | | <p>Suggested assessment: keeping a daily log, observation, oral questions</p> | |
| <p>Suggested Resources : a dentist or oral health practitioner, charts, pictures on effects of sugar on teeth, computing devices</p> | | | | |

Suggested Assessment Rubric

| Exceeding expectation | Meeting expectation | Approaching expectation | Below expectation |
|---|---|---|--|
| <ul style="list-style-type: none"> name foods and drinks they consume daily mention their food likes and dislikes choose good foods for healthy teeth keep an updated daily log on foods and drinks they choose to eat that are healthy guide other learners to choose good food for healthy teeth | <ul style="list-style-type: none"> name foods and drinks they consume daily mention their food likes and dislikes choose good foods for healthy teeth keep an updated daily log on foods and drinks they choose to eat that are healthy | <ul style="list-style-type: none"> names most of the foods and drinks they consume daily mentions some food likes and dislikes some foods chosen are not suitable for healthy teeth irregularly keeps a daily log on foods and drinks they choose to eat that are healthy | <ul style="list-style-type: none"> not able to name most of the foods and drinks they consume daily not able to mention their likes and dislikes not able to choose foods that are healthy for their teeth not able to keep a daily log on food and drinks they choose to eat that are healthy |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|------------------|---|---|--|---|
| 3.0 Foods | 3.3 Using our senses to identify food (3 lesson) | <p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> Mention different foods eaten at home or at school, Identify common foods in the locality, Look at, taste, touch and smell some selected foods for fun, Appreciate different foods in the locality irrespective of colour, taste, | <ul style="list-style-type: none"> Learners mention foods that they eat at home and at school In groups, learners are provided with an assortment of food items from the locality to look at, taste, feel and smell Learners identify food items according to colour, taste, touch and smell Learners draw and colour food items found in the locality using computer applications, paper, pencil, crayons | <ol style="list-style-type: none"> Which foods are available in the locality? How do these food items, look, smell, touch or taste like |

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| | touch and smell. | class. <ul style="list-style-type: none"> Learners can play games on foods using computing devices | |
| Core-Competence to be developed Critical thinking, Creativity and Imagination, Digital literacy | | | |
| Link to PCIs: Citizenship – appreciating foods available in the locality | | Link to values: Respect, Patriotism | |
| Links to other subject(s): Mathematics – shapes, grouping, sorting Movement and creativity – drawing, colouring | | Suggested Community Service Learning activities: attend a wedding or other ceremony or participate during food harvesting season to appreciate diversity of food in terms of texture, colour, smell and taste | |
| Suggested non-formal activity to support learning through application Visit the market during market day or a nearby farm. | | Suggested assessment: written, oral questions and observation | |
| Suggested Resources: A variety of foods available in the environment in terms of colour, touch, smell and taste. | | | |

Suggested Assessment Rubric

| Exceeding expectation | Meeting expectation | Approaching expectation | Below expectation |
|---|--|--|--|
| <ul style="list-style-type: none"> correctly identifies common foods in their locality using their senses correctly classify foods according to the way they perceive them able to classify other foods not within their locality using their senses | <ul style="list-style-type: none"> correctly identifies common foods in their locality using their senses correctly classify foods according to the way they perceive them | <ul style="list-style-type: none"> identifies most of the common foods in their locality using their senses classifies most of the foods according to the way they perceive them | <ul style="list-style-type: none"> not able to identify most of the common foods in their locality using their senses not able to classify most of the foods according to the way they perceive them |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested learning experiences | Key Inquiry Questions |
|--|------------------------------------|--|--|--|
| 3.0 Foods | 3.4 Cleaning of fruits (3 lessons) | <p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> Mention fruits eaten within their locality, Tell how to choose fruits eaten within their locality, Wash fruits before eating to prevent illnesses, Appreciate the importance of washing fruits before eating to prevent illnesses. | <ul style="list-style-type: none"> Learners to be provided with an assortment of fruits from the locality to identify. Learners are guided to tell factors to consider when choosing fruits (not rotten, withered, infested by pests, discoloured, dirty coated, bruised, mouldy or unripe) In groups, learners are guided on how to wash fruits before eating (wash hands before washing fruit, wash using running water) Learners can play games on choosing fruits to eat Learners can use computing devices to search for other fruits eaten. | <ol style="list-style-type: none"> Which fruits do we eat in our locality? How do we choose the fruits we eat? Why do we clean the fruits we eat? |
| <p>Core competencies</p> <ul style="list-style-type: none"> Communication and collaboration Digital literacy Critical thinking and problem solving | | | | |
| <p>Link to PCIs</p> <ul style="list-style-type: none"> Health education: Personal hygiene and communicable diseases | | <p>Link to values: responsibility, integrity</p> | | |
| <p>Link to other subjects</p> <ul style="list-style-type: none"> Environmental activities – plants Literacy – new words | | <p>Suggested community service learning activities</p> <p>A visit to the nearest market to find out the conditions under which fruits are handled and share the experiences with their parents and friends</p> | | |
| <p>Suggested non formal activities to support learning</p> <p>sing songs and recite poems on choosing and washing fruits eaten in the community</p> | | <p>Suggested assessment: observation, oral questions</p> | | |
| <p>Suggested resources: realia, pictures, computing devices, video clips, charts</p> | | | | |

Suggested Assessment Rubric

| Exceeding expectation | Meeting expectation | Approaching expectation | Below expectation |
|---|---|--|---|
| <ul style="list-style-type: none"> Identify fruits eaten in their community Tell how to choose fruits to be eaten Washes fruits before eating. Peer teach on how to wash fruits before eating | <ul style="list-style-type: none"> Identify fruits eaten in their community Tell how to choose fruits to be eaten Washes fruits before eating. | <ul style="list-style-type: none"> Identifies most fruits eaten in their community Can tell most of the factors to consider when choosing fruits eaten in their community Wash fruits before eating with minimal assistance | <ul style="list-style-type: none"> Not able to identify most fruits eaten in their community Not able to tell most of the factors in choice of fruits eaten in their community Cannot wash fruits before eating without assistance |

| Strand | Sub-strand | Specific Learning outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|-----------|--|---|--|---|
| 3.0 Foods | 3.4 Importance of food in our body (3 lessons) | <p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> State the number of times they eat in a day, Mention the foods they eat at different times of the day, State the reasons why we eat food every day, Appreciate the importance of eating food daily. | <ul style="list-style-type: none"> Learners mention how many times they eat in a day; what they eat and drink during those times. Learners name the foods eaten at different times of the day. Learners state the reasons for eating food every day (for growth, to provide energy for daily activities, to stay healthy and prevent illness) In groups, learners share experiences on activities that they do during the day that require energy. Learners can draw and colour foods eaten at different times of the day using digital devices, paper, pencil, colours, crayons. | <ol style="list-style-type: none"> How many times do you eat in a day? Why is it important to eat food daily? Why do you need to eat at different times of the day? |

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| Core-Competence to be developed Communication and collaboration; Digital literacy | |
| Link to PCIs: Citizenship – child right and protection: right to eat | Link to values: honesty |
| Links to other subject(s): Mathematics –counting movement and creativity – drawing and colouring | Suggested Community Service Learning activities Visit a school with a feeding programme to find out the number of times children are fed in a day and what they are fed on. |
| suggested non-formal activity to support learning participating in the school feeding programme | Suggested assessment: oral questions |
| Suggested resources: pictures of food items and activities carried out by learners in a day, digital computing devices | |

Suggested Assessment Rubric

| Exceeding expectation | Meeting expectation | Approaching expectation | Below expectation |
|--|---|---|--|
| <ul style="list-style-type: none"> tell how many times they eat in a day name the foods eaten at different times of the day name activities that they do that require energy guide others to identify when to eat during the day | <ul style="list-style-type: none"> tell how many times they eat in a day name the foods eaten at different times of the day name activities that they do that require energy | <ul style="list-style-type: none"> can tell most of the time when they eat in a day can name some activities that they do that require energy can name most of the foods eaten during different times of the day | <ul style="list-style-type: none"> not able to tell the time when they eat during the day not able to name most activities that they engage in that require energy not able to name the foods eaten during the different times of the day |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning | Key Inquiry Question(s) |
|---|--|--|---|--|
| 3.0 Foods | 3.5 Good behaviour during mealtimes (2 lessons) | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a. Name appropriate behaviour when eating foods that should be observed during mealtimes,</p> <p>b. State why it is important to have good behaviour during mealtimes,</p> <p>c. Practice good behaviour during mealtimes.</p> | <ul style="list-style-type: none"> Learners 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 place on the table) Learners are guided 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). Learners role play good behaviour during mealtimes | <p>1. What is good behaviour during mealtime</p> <p>2. Why is it important to observe good behaviour during mealtimes?</p> |
| <p>Core-Competence to be developed Critical thinking, communication and collaboration; Creativity and imagination</p> | | | | |
| <p>Link to PCIs life skills - decision making</p> | | | <p>link to values: Respect, social justice</p> | |
| <p>Link to other subjects: Religious education: loving others</p> | | | <p>suggested Community Service Learning activities: practice good behaviour during mealtimes in different settings in the community e.g home, parties, restaurants</p> | |
| <p>Suggested non-formal activity to support learning through application: reciting poems and singing songs during school assembly or parents day</p> | | | <p>Suggested assessment: oral questions</p> | |
| <p>Suggested Resources: assorted pictures of mealtimes, video clips on etiquette when eating, cutlery and crockery used during mealtime</p> | | | | |

Suggested Assessment Rubric

| Exceeding expectation | Meeting expectation | Approaching expectation | Below expectation |
|--|---|---|---|
| <ul style="list-style-type: none"> Consistently identifies good behaviour during mealtimes Advocates for good behaviour during mealtimes | <ul style="list-style-type: none"> Is able to identify good behaviour during mealtimes | <ul style="list-style-type: none"> Identify some good behaviour during mealtimes | <ul style="list-style-type: none"> Is not able to identify good behaviour during mealtimes |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|-----------------------------|---|--|---|
| 3.0 Foods | 3.6 Buying food (3 lessons) | <p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> Identify places in the community where food is bought, Name foods bought from the different places in the community, Appreciate the different places for buying food in the community. | <ul style="list-style-type: none"> 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) Learners name the foods bought from the different places. Learners' role play buying food from different outlets Learners can play games on buying food from different places using computing devices. Learners can take pictures of different food outlets and display in class. | <ol style="list-style-type: none"> Where do we buy food? What type of food do we buy at the different places? |
| <p>Core-Competence to be developed Creativity and imagination, communication and collaboration; Digital literacy</p> | | | | |
| <p>Link to PCIs: Financial literacy – food is bought and has a cost which varies with type of food Parental engagement – taking learner for shopping</p> | | | <p>Links to values: Responsibility</p> | |
| <p>Links to other subject(s): Environmental studies – our neighbourhood (the market)</p> | | | <p>Suggested Community Service Learning activities: Visit a shopping centre to see the different types of outlets food where food is sold</p> | |

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|--|--|
| | Accompany their parents/guardians for shopping |
| Suggested non-formal activity to support learning through application: drama/skits on shopping experiences in drama clubs, poems and songs | Suggested assessment: observation, oral questions |
| Suggested Resources : pictures of different food outlets, video clips on different food outlets | |

Suggested Assessment Rubric

| Exceeding expectation | Meeting expectation | Approaching expectation | Below expectation |
|--|--|--|---|
| <ul style="list-style-type: none"> • identify places in the community where food is bought • name foods bought from different places • peer teach on different places to buy food | <ul style="list-style-type: none"> • identify places in the community where food is bought • name foods bought from different places | <ul style="list-style-type: none"> • can identify most places where food is bought • can name most of the foods bought from different places | <ul style="list-style-type: none"> • not able to identify different places where food is bought • not able to name most of the foods bought from different places |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested learning experiences | Key Inquiry Questions |
|---|---|---|---|--|
| 4.0 Safety Education | 4.1 Common accidents at home (8 lessons) | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a. Name common accidents at home, b. Mention causes of accidents at home, c. Identify ways of preventing accidents at home, d. Appreciate the importance of preventing accidents at home. | <ul style="list-style-type: none"> • Learners are guided to identify accidents at home like falls, cuts, drowning, suffocation, choking electrocution, burns. • Learners are guided to state the causes of accidents at home such as sharp edges, slippery floors, vegetable/fruit peelings, broken glass, uncovered pits, rough floors, poorly arranged furniture, electricity sockets and the naked flame • Learners tell stories of their experiences of accidents at home • Learners identify ways of preventing accidents at home (wiping spills, arranging furniture properly, disposing off waste appropriately, covering open pits, proper handling of tools like knives and forks) • Learner view pictures and video clips on causes of accidents in the home and share in class. | <ol style="list-style-type: none"> 1. What are some of the accidents at home? 2. What causes accidents at home? 3. How can we prevent accidents at home? |
| Core Competencies – Self-efficacy: Digital literacy; Communication and collaboration | | | | |
| Link to PCIs: ESD | | | Link to values: Responsibility | |
| <p>Link to subjects</p> <ul style="list-style-type: none"> • Environmental activities • Literary – communication skills • Movement and creative activities – role playing | | | <p>Suggested community service learning –identify and share some of the dangers of accidents in their homes, church and other social places and how to prevent them</p> | |
| <p>Suggested non-formal activity to support learning: present songs and poems on dangers in the home; and preventing dangers in the home during school assembly</p> | | | <p>Suggested assessment: oral questions</p> | |
| Resources: pictures, realia, video clips, computing devices, digital cameras | | | | |

Suggested Assessment Rubric

| Exceeding expectation | Meeting expectation | Approaching expectation | Below expectation |
|---|--|---|--|
| <ul style="list-style-type: none"> identify accidents at home mention causes of accidents at home name ways of preventing accidents at home reports accidents noted | <ul style="list-style-type: none"> identify accidents at home mention causes of accidents at home name ways of preventing accidents at home | <ul style="list-style-type: none"> identifies most of the accidents at home can mention most of the causes of at home accidents can name ways of preventing home accidents | <ul style="list-style-type: none"> not able to identify most of the at home accidents not able to mention most of the causes of accidents at home not able to name ways of preventing at home accidents |

| Strand | Sub-Strand | Specific Learning Outcomes | Suggested learning experiences | Key Inquiry Questions |
|--|--|---|---|---|
| 4.0 Safety Education | 4.4 Dangerous chemicals at home (4 lessons) | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a. Name some dangerous chemicals found at home,</p> <p>b. Mention the dangers caused by chemicals used at home,</p> <p>c. Embrace the need to avoid handling dangerous chemicals used at home to ensure safety.</p> | <ul style="list-style-type: none"> Learners are guided to identify dangerous chemicals used at home (detergents and cleaning agents, kerosene, pesticides, insecticides) Learners mention the dangers caused by chemicals used at home Learners listen to stories or watch a video on dangers caused by dangerous chemicals used at home. Learners can draw and colour some of the dangerous chemicals at home using pencils, colours, crayons and computing devices. | <p>1. Which are some of the dangerous chemicals used at home?</p> <p>2. What are some of dangers caused by these household chemicals?</p> |
| Core competencies – Self-efficacy, Digital literacy | | | | |
| Link to PCIs – ESD – DRR | | | Link to values: – responsibility | |

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|--|--|
| Link to other subjects <ul style="list-style-type: none"> • Environmental activities • Language (listening skills) • Movement and creativity – drawing and colouring | Suggested community service learning activity Learners to discuss about the hazardous household products with their family members and report back the findings in class |
| Suggested non formal activity to support learning: Talking walls in the school on dangers caused by chemicals at home | Suggested assessment: oral questions |
| Resources: empty containers of dangerous chemicals at home, computing devices, photos, charts, video clips, colours, crayons, pencils | |

Suggested Assessment Rubric

| Exceeding expectation | Meeting expectation | Approaching expectation | Below expectation |
|--|--|--|--|
| <ul style="list-style-type: none"> • identify dangerous chemicals used at home • tell the dangers caused by dangerous chemicals used at home • peer teach others on the dangers posed by dangerous chemicals used at home | <ul style="list-style-type: none"> • identify dangerous chemicals used at home • tell the dangers caused by dangerous chemicals used at home | <ul style="list-style-type: none"> • identifies most of the dangerous chemicals used at home • can tell most of the dangers caused by dangerous chemicals used at home | <ul style="list-style-type: none"> • not able to identify most of the dangerous chemicals used at home • not able to tell most of the dangers caused by dangerous chemicals used at home |

| Strand | Sub- strand | Specific Learning Outcomes | Suggested learning experiences | Key Inquiry Questions |
|----------------------|----------------------------------|---|---|--|
| 4.0 Safety Education | 4.5 Simple First Aid (6 lessons) | <p>By the end of the sub-strand, the learner should be able to:</p> <p>a. State reasons for carrying out First Aid to an injured person.</p> <p>b. Identify contents of a First Aid kit</p> <p>c. Practice simple First Aid for minor cuts and wounds.</p> | <ul style="list-style-type: none"> Learners mention reason for carrying out First Aid on an injured person In groups, learners share experiences on what was done to them when they had cuts or wounds. Learners are guided to identify contents of a First Aid kit. The learners are guided to role play simple First Aid for cuts and wounds. Learners are shown video clips, pictures, charts on First Aid for cuts and wounds. | <p>1. Why do we do First Aid on an injured person?</p> <p>2. What First Aid is done for cuts and wounds?</p> |

Core Competencies – Critical thinking and problem solving, Communication and collaboration; Digital literacy

Link to PCIs: ESD (environmental Education)

Link to values: Responsibility

Link to Subjects

- Environmental activities
- Literacy (new words)

Suggested community service learning activities:

Visit a centre where First Aid is administered such as St Johns Ambulance centres

Suggested non-formal activity to support learning

Role plays first aid on peers in science club.

Suggested assessment: oral questions, observation

Suggested resources: First Aid kit

Suggested Assessment Rubric

| Exceeding expectation | Meeting expectation | Approaching expectation | Below expectation |
|---|---|--|---|
| <ul style="list-style-type: none"> can tell reasons for carrying out First Aid on an injured person identify contents of a First Aid kit can role play First Aid for cuts and wounds can guide in administering First Aid for cuts and wounds | <ul style="list-style-type: none"> can tell reasons for carrying out First Aid on an injured person identify contents of a First Aid kit can role play First Aid for cuts and wounds | <ul style="list-style-type: none"> can tell most reasons for carrying out First Aid on an injured person identify most contents of a First Aid kit can role play First Aid for cuts and wounds with minimal | <ul style="list-style-type: none"> cannot tell most reasons for carrying out First Aid on an injured person cannot identify most of the contents of a First Aid kit cannot role play First Aid for cuts and wounds |