Curriculum design

Hygiene and nutrition grade three

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Health practices	1.1 Healthy habits **(3 lesson)**	**By the end of the sub-strand, the learner should be able to:** a. Mention healthy habits that promote our well-being, b. State the importance of practising health habits for our well-being, c. Practice health habits that promote our wellbeing, d. Appreciate the importance of observing health habits for our well-being.	• In groups learners are guided to identify healthy habits that promote wellbeing (wearing clean clothes and shoes, eating regular meals, drinking sufficient clean water, correct sitting posture, regular exercises) using charts, pictures, illustrations, animations, video clips • Learners state the importance of practicing health habits (good health, prevent illness, proper growth and development, prevent infestation with parasites) • Learners listen to stories and share experiences that bring out the importance of practising health habits. • ☐ Learners are guided to keep a record of the health	**1. Which health habits promote our wellbeing?** **2. Why is it important to practice these health habits?** **3. Which health habits do you practise daily?**

Core-Competence to be developed
Critical thinking, Communication and collaboration

Link to PCI's: Health Education – hygiene and nutrition Life skills – self-awareness, effective	**Link to values:** responsibility; unity
Links to other subject(s): Environmental education Movement and creativity – physical exercises	**Suggested Community Service Learning** Advocate for practising of health habits to promote well-being among peers
Non-Formal Activity to support learning through application Make posters that carry messages on healthy habits that promote well being	**Suggested Assessments :** Oral questions, observations
Suggested resources: pictures, video clips, charts	

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expecting	Below expectation
Identifies health habits that promote our wellbeing. • States the importance of practising health habits for our well being • Maintains an updated record of health habits practiced daily • Encourages others to practice health habits that promote their wellbeing.	Identifies health habits that promote our well-being. • States the importance of practising health habits for our well being • Maintains an updated record of health habits practiced daily	• Identifies most of the health habits that promote our wellbeing. • States most of reasons for practising health habits for our well being • Inconsistently updates their records of health habits practiced.	• Identifies a few of the health habits that promote our wellbeing. • States a few of the reasons for practising health habits for our well being • Does not maintain a record of health habits practiced.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Health practices	**1.2 Oral hygiene (3 lessons)**	**By the end of the sub-strand, the learner should be able to:** a. Name common problems related to teeth, b. Mention ways of dealing with common problems related to teeth.	• In pairs, learners share experiences on the problems they have experienced with their teeth. • Learners are guided to identify the common problems related to teeth (bad breath, pain, mouth sores, cavities, teeth not in line, new teeth are bigger than the old) using pictures, video clips • Learners are guided to tell ways in which common problems relating to teeth can be managed using pictures, video clips. • Learners listen to a talk by a resource person (dentist/community health worker) on oral hygiene	**1. What are the common problems related to teeth?** **2. How do we manage common problems with teeth?**

Core-Competence to be developed Critical thinking.	
Link to PCIs: Health education: Personal hygiene–Oral hygiene- ensuring parents take their children for frequent visit to the dentist through parental empowerment learner support programmes	**Links to Values:** – Responsibility, unity
Links to other subject(s): Literacy – vocabulary on common problems with teeth	**Suggested Community Service Learning:** advocate for good oral hygiene practices in their community
Non-Formal Activity to support learning through application Compose and recite poems, sing songs on the management of common problems related to oral hygiene. Then present to the school community during school functions.	**Suggested assessment:** Observations, oral questions and written questions
Suggested resources: video clips, pictures, charts, resource person	

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expecting	Below expectation
• Names s common problems related to teeth • Mentions the management of common problems related to teeth • Actively participates in sensitizing others on the management of common problems related to teeth.	• Names common problems related to teeth • Mention the management of common problems related to teeth.	• Name most of the common problems related to teeth • Mentions most of ways of managing common problems related to teeth	• Names a few of the common problems related to teeth • Mentions a few of the ways of managing common problems related to teeth

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Health practices	1.3 Cleaning the classroom (3 lessons)	By the end of the sub-strand, the learner should be able to: a. Give reasons for cleaning the classroom b. Identify materials used to clean the classroom c. Care for the classroom d. Appreciate the importance of having a clean classroom	• In groups, learners are guided to give reasons for cleaning the classroom. • Learners identify the materials and equipment used for cleaning the classroom using realia and pictures. • Learners assess their own classroom and identify areas that need to be cleaned. • Learners are guided to clean the classroom (collecting litter, sweeping the floor, dusting surfaces like desks and chairs, removing cobwebs, emptying the dustbin, opening windows for aeration, arranging furniture)through demonstration, video clips. • Learners practise how to clean the classroom • Learners are guided to develop a duty rota on cleaning their classroom • Learners are guided to develop a checklist which they will use to assess cleanliness of their classroom • Learners can simulate how to clean a classroom using computing devices	1. What materials do we use to clean the classroom? 2. Why do we clean our classroom? 3. How do we clean the classroom? 4. How can we ensure that we maintain class cleanliness?

Core-Competence to be developed
Problem solving, Digital literacy, Communication and collaboration

Link to PCIs: Education for sustainable development: environmental education	**Link to values:** responsibility, unity, love
Links to other subject(s): Environmental activities – class cleanliness Literacy – vocabulary in cleaning materials Mathematics – grading the classes and coming up with the cleanest.	**Suggested Community Service Learning** Learners will initiate and monitor the 'cleanest class campaign' program through the school Cabinet Secretary for health
Non-Formal Activity to support learning through application Learners will compose songs and poems with messages on the importance of maintaining a clean classroom then present these during school assemblies**.**	**Suggested Assessment:** Written and Oral questions; observation

Suggested resources: pictures, charts, dusters, cobweb broom, broom, dustpan, dustbin, computing devices

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expecting	Below expectation
- Identify materials used for clean the classroom. - State reasons for cleaning the classroom. - Clean the classroom. - Voluntarily participates in cleaning the classroom even when not on duty to do so. - Sensitizes and encourages other learners to participate in the 'cleanest class campaign' program	- Identifies materials used for cleaning the classroom. - States the reasons for cleaning the classroom. - Clean the classroom. - Participates in cleaning the classroom when on duty.	- Identifies most of the materials used for clean the classroom. - States most of the reasons for cleaning the classroom. - Demonstrates most of the steps in cleaning the classroom. - May avoid participating in cleaning the classroom when on duty.	- Identifies a few of the materials used for clean the classroom. - States a few of the reasons for cleaning the classroom. - Demonstrates a few of the steps in cleaning the classroom. - Participates, reluctantly in cleaning the classroom when on duty.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Health practices	1.4 **Use of improvised materials for cleaning utensils** (4 lessons)	**By the end of the sub-strand, the learner should be able to:** a. Identify types of dirt found on utensils, b. Identify materials that can be improvised for cleaning utensils, c. Prepare improvised cleaning materials for cleaning utensils, d. Demonstrate how to clean utensils using the	- Learners are guided to identify types of dirt found on utensils (greasy, starchy, milky dirt) using realia, pictures, video clips. - Learners are guided to identify cleaning materials using pictures, realia. - Learners are guided to identify materials that can be improvised. - Learners are guided in preparing the improvised materials for cleaning e.g sieving ash, crush charcoal, crush egg shells through demonstration, video clips. - In groups, learners are guided to clean the utensils using the improvised cleaning materials.	**1. What type of dirt do we find on utensils?** **2. Which materials can be improvised to clean utensils?** **3. How can we prepare improvised materials for cleaning utensils?** **4. How do we clean utensils using improvised cleaning materials?**

| | | materials,
e. Clean utensils using improvised cleaning materials,
f. Appreciate the use of improvised cleaning materials. | • Learners can find out other materials that can be improvised for cleaning utensils using computing devices, talking to parents and other members in the community | |

Core-Competence to be developed
Creativity and imagination; Digital literacy, Communication and collaboration

Link to PCIs: Life skill-improvising materials for cleaning utensils	**Link to Values:** Responsibility and Unity
Links to other subject(s): Environmental activities – things in the environment, recycling Movement and creativity – creativity in preparing improvised cleaning materials	**Suggested Community Service Learning** Visit an elderly person and assist in cleaning utensils using improvised cleaning materials.
Non-Formal Activity to support learning through application Make posters with messages on how to improvise and use improvised cleaning utensils	**Suggested assessment:** Observation and oral questions

Suggested resources: egg shells, charcoal, ash, sieve, utensils to clean, clean water, basins

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expecting	Below expectation
• Identifies types of dirt found on utensils • Identifies materials that can be improvised for cleaning utensils • Prepares improvised cleaning materials for cleaning utensils.	• Identifies types of dirt found on utensils • Identifies materials that can be improvised for cleaning utensils • Prepares improvised cleaning materials for cleaning utensils. • Clean utensils using the improvised materials.	• Identifies most types of dirt found on utensils • Identifies most materials that can be improvised for cleaning utensils • Prepares most improvised cleaning materials for cleaning utensils.	• Identifies a few types of dirt found on utensils • Identifies a few materials that can be improvised for cleaning utensils • Prepares a few improvised cleaning materials for cleaning utensils. • Has difficulties cleaning utensils using the improvised cleaning

• Clean utensils using the improvised materials. • Clean of the utensils using improvised cleaning material	• Clean the utensils using improvised cleaning material	• Clean utensils using some of the improvised cleaning materials.	materials. • Has difficulties cleaning utensils using improvised cleaning material for cleaning

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Health practices	1.5 Proper use and storage of medicine at home (3 lessons)	By the end of the sub-strand, the learner should be able to: a. Identify medicines for internal and external use at home, b. Interpret simple instructions on dosage of medicine for various ailments, c. Practice proper storage of medicine at home.	• Learners are guided to identify internal and external medicines used at home (those to be swallowed and those to be applied) using empty packets and containers. • In groups, learners are guided to interpret simple instructions on dosage using empty packets and containers of medicine (time of day medicine is taken, amount of medicine to be taken, whether medicine is for internal or external use, if medicine is to be taken before or after meals, for how long the medicine is to be taken) • Learners are guided on how to store medicine through demonstration. • Learners role play on interpreting instructions on use and storage of medicine. • Learners can play games on interpreting simple instructions on dosage of medicine using computing devices	1. Which are the internal and external medicines used at home? 2. How will I know how and when to take medicine? 3. How do we store medicine?

Core-Competence to be developed Critical thinking, Communication and collaboration, Digital literacy	
Link to PCIs: Health education – drug abuse prevention; observing instructions when taking medicine Community service learning Parental engagement	**Link to Values:** Responsibility and unity
Links to other subject(s): Mathematics – multiplication/repeated addition	**Suggested Community Service Learning:** visit a local dispensary or chemist on how instructions on use and storage of medicine at home are given
Non-Formal Activity to support learning through application: Make posters on the need to follow instructions when taking medicine	**Suggested Assessment:** oral questions, observation
Suggested resources: empty packets of medicine, computing devices	

Suggested Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
• Identifies medicines for internal and external use at home • Interprets simple instructions on dosage of medicine for various ailments • Assists others in interpreting instructions when taking medicine	• Identifies medicines for internal and external use at home • Interprets simple instructions on dosage of medicine for various ailments	• Identifies most medicines for internal and external use at home • Interprets most of the simple instructions on dosage of medicine for various ailments	• Identifies a few of the medicines for internal and external use at home • Interprets a few of the simple instructions on dosage of medicine for various ailments

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Health practices	**1.6 Making water safe for drinking** (4 lessons)	**By the end of the sub-strand, the learner should be able to:** a. Mention ways in which water is contaminated in the environment, b. Differentiate between clean water and safe water for drinking, c. State the importance of drinking safe water for good health, d. Make water safe for drinking by boiling, e. Store boiled water meant for drinking, f. Appreciate the need for safe water for drinking.	• Learners are guided to discuss ways in which water can be contaminated in their environment (human activities-washing clothes, bathing, urinating, swimming and animals- drinking directly from water source, excreting in water) through pictures, charts, video clips. • Learners are guided to differentiate between clean water and safe water through experimentation (sieve clean looking water with a clean white handkerchief; presence of substances left on the handkerchief is an indication that the water has suspensions in it which makes it unsafe for drinking). • Learners are guided in group discussions on reasons why we need to drink safe water • Learners are guided on how to boil water for drinking through a demonstration or watching video clips • Learners to be guided on how to store boiled for drinking • Learners can explore other ways in which water is contaminated in their environment by carrying out simple guided experiments, searching the internet, talking to parents/guardians/older siblings/grandparents/resource people • Learners can visit water sources in their community to observe ways in which water is contaminated.	**1. How is water contaminated?** **2. Is clean looking water safe for drinking?** **3. How can we make water safe for drinking?** **4. How can we store water safe for drinking**

Core-Competence to be developed	
Critical thinking and problem solving, Digital literacy	
Link to PCIs:	**Link to Values:**
Education for sustainable development: Environmental education-Water- making water safe for drinking.	Responsibility, Unity, Respect
Health education: communicable diseases- safe water for drinking	
Links to other subject(s):	**Suggested Community Service Learning**
Environmental activities – water	Sensitizing the school, family and local community members on the
Movement and creativity: sing songs, dance	need to always drinking safe water.
Non-Formal Activity to support learning through application	**Suggested Assessment:**
Compose, sing and recite songs and poems carrying messages on the importance of drinking safe water.	Oral questions, oral reports and observation
Develop posters with messages on water contamination.	
Suggested resources: pictures, charts, handkerchief, sufuria, water bottle, computing devices, burner	

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expecting	Below expectation
• Mention ways in which water is contaminated • Tells how to make water safe by boiling. • Tells how to store boiled water for drinking. • Mentions the reasons for the always drinking safe water. • Drinks safe water	• Mention ways in which water is contaminated • Explains how to make water safe by boiling. • Tells how to store boiled water for drinking. • Differentiate between clean water and safe water for drinking • Mentions the reasons for always drinking safe water.	• Mention most of the ways in which water is contaminated • Tells some of the steps of how to make water safe by boiling. • Tells some of the steps of storing boiled water for drinking. • Differentiate with minimal assistance between clean water and safe water for drinking • Mentions most of reasons for the always drinking safe water.	• Mentions only a few ways in which water is contaminated. • Has difficulty telling the steps of making water safe by boiling. • Has difficulty telling the steps of storing boiled water for drinking. • Difficulty in differentiating between clean water and safe water for drinking • Mentions a few of the reasons

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.7 Health Practices	1.7 Kitchen garden (4 lessons)	By the end of the sub-strand, the learner should be able to: a. Identify forms of kitchen gardens, b. Name different crops grown in a kitchen garden, c. State the importance of a kitchen garden at home and school, d. Create a kitchen garden at home and school, e. Appreciate the importance of a kitchen garden at home and school.	• Learners are guided to identify forms of kitchen gardens (bags, tyres, basins/boxes, pipes, plots, hanging/floating pots, hanging walls) using pictures, charts, video clips • In groups, learners are guided to discuss the crops grown in kitchen gardens using pictures, video clips, photos • learners discuss the importance of having a kitchen garden • Learners are guided in creating a kitchen garden within the school compound • Learners maintain the kitchen garden in school and at home with the help of a teacher/parent/guardian • Learners can take photos of kitchen gardens at home using computing devices and display in their classroom • Learners can search the internet using computing devices on other forms of kitchen gardens and plants grown	1. What forms of kitchen gardens do we have? 2. Which crops can we grow in kitchen gardens? 3. Why do we need a kitchen garden? 4. How can I make and maintain my kitchen garden?

Core-Competence to be developed
Self-efficacy, Communication and collaboration, Digital literacy

Link to PCIs: Education for sustainable development; food security; creating and maintaining a kitchen garden	**Link to Values:** responsibility, unity
Links to other subject(s): environmental activities – plants as a source of food; Mathematics – counting, sorting,	**Suggested Community Service Learning:** participate in creating a kitchen garden at home and in their neighbourhood
Non-Formal Activity to support learning: recite poems, present skits and sing songs with messages on the importance of kitchen gardens	**Suggested Assessment:** oral questions, oral reports, observation

Suggested Resources: relevant farm tools, seeds, seedlings, watering can, bags and sacks, pipes, tyres, pots, tins, computing devices

Suggested Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
• Identifies forms of kitchen gardens • Names different plants grown in a kitchen garden • States the importance of a kitchen garden • Creates a kitchen garden • Assist in maintaining the school kitchen garden • Encourages others to create and maintain a kitchen garden	• Identifies forms of kitchen gardens • Names different plants grown in a kitchen garden • States the importance of a kitchen garden • Creates a kitchen garden • Assist in maintaining the school kitchen garden	• Identifies most forms of kitchen gardens • Names most of the different plants grown in a kitchen garden • States most the reasons for having a kitchen garden • Reluctantly participates in creating a kitchen garden • Shows some level of commitment in maintaining the school kitchen garden	• Identifies a few forms of kitchen gardens • Names a few plants grown in a kitchen garden • States a few reasons on the importance of a kitchen garden • Avoids participating in creating a kitchen garden • Shows low level of commitment in maintaining the school kitchen garden

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Health practices	1.8 Care of toilets/ latrines and urinals (3 lessons)	By the end of the sub-strand, the learner should be able to: a. Mention reasons for cleaning a toilet, latrine or urinal in their environment b. Identify the materials used in cleaning a toilet, latrine or urinal in their environment, c. Explains the procedure of cleaning a toilet, latrine or	• Learners are guided to mention the importance of cleaning toilets, latrines or urinal. • Learners identify materials used for cleaning the toilet, latrine or urinal using pictures or realia. • Learners are guided on how clean a toilet, latrine or urinal using demonstration and video clips.	1. What materials do we use to clean the toilet, latrine or urinal? 2. Why do we clean the toilet or urinal? 3. How should we clean the toilet/latrine and urinal

| | | d. Appreciate the need for a clean toilet, latrine or urinal in their environment. | in their environment | • In pairs, learner's role play on how to clean a toilet, latrine or urinal.
• Learners are guided to visit the school ablution block and assess the level of cleanliness and report in class. | |

Core-Competence to be developed
Critical thinking, Problem solving

Link to PCIs: Health education: personal hygiene	**Link to Values:** Responsibility, respect
Link to other subjects: Environmental education- cleanliness in the environment	**Suggested Community Service:** advocate for maintaining clean toilet, latrines and urinals in their community
Non-Formal Activity to support learning through application Learners to create posters advocating for the importance of maintaining clean toilets, latrines and urinals.	**Suggested assessment:** Oral questions and reports, observation,
Suggested Resources Toilet cleaning equipment and materials, video clips, computing devices	

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expecting	Below expectation
• Identifies the materials used in cleaning the toilet, latrine and urinal. • States reasons for cleaning a toilet, latrine and urinal. • Role play on how to clean a toilet, latrine or urinal. • Observes cleanliness in the toilet, latrine or urinal • Actively participates in advocating for clean toilet, latrine and urinal in their environment	• Identifies the materials used in cleaning the toilet, latrine and urinal. • States reasons for cleaning a toilet, latrine and urinal. • Role play on how to clean a toilet, latrine or urinal. • Observes cleanliness in the toilet, latrine or urinal.	• Identifies most of the materials used in cleaning the toilet, latrine and urinal. • States most of the reasons for cleaning a toilet, latrine and urinal. • Role play with minimal assistance how to clean a toilet, latrine or urinal. • Inconsistently observes cleanliness in the toilet, latrine or urinal	• Not able to identify most of the materials used in cleaning the toilet, latrine and urinal. • Not able to state most of the reasons for cleaning a toilet, latrine and urinal. • Has difficulty Role playing how to clean a toilet, latrine or urinal. • Rarely observes cleanliness in the toilet, latrine or urinal

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.9 Personal hygiene	1.9 Bed making (3 lessons)	**By the end of the sub-strand, the learner should be able to:** a. Identify materials used as beddings at home, b. State the uses of different bedding materials at home, c. Make a bed using available beddings at home, d. State the importance of making a bed, e. Appreciate the need for a well-made bed.	• In groups, learners are guided to identify the different bedding materials available at home using realia, pictures and experience sharing. • Learners are guided to state the use of different bedding materials available at home using pictures and realia. • Learners are guided to make a bed using available material through a demonstration and video clips. • Learners practice how to make a bed • Learners peer teach each other on how to make a bed. • Learners state the importance of making a bed (neatness, comfort, beauty, keep off dust, cleanliness) • Learners are guided to develop a checklist that they will use to help them make their bed on daily basis with the assistance of their parents/guardians/older siblings • Play games on bed making using computing devices	1. What materials do we use as bedding? 2. What are the uses of the different bedding materials? 3. How do we make a bed? 4. Why is it important to make a bed?

Core-Competence to be developed
Self-efficacy; Communication and collaboration, Digital literacy

Link to PCIs:	Link to values:
Life skills: self-awareness	Responsibility

Links to other subject(s):	Suggested Community Service Learning
Movement and creativity – sing songs, recite poems Literacy – vocabulary on beddings	Visit to a children's' home and assist in making beds

Non-Formal Activity to support learning through application	Suggested assessment: oral questions, observation
Develop posters on importance of making the bed	

Suggested Resources: bed, beddings, pictures of beddings or alternative bedding materials, computing devices

Suggested Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expecting	Below expectation
• Identifies materials used as beddings. • States the uses of different bedding materials • States the importance of making a bed. • Make a bed using available bedding • Peer teach on making a bed	• Identifies materials used as beddings. • States the uses of different bedding materials. • States the importance of making a bed • Make a bed using available bedding	• Identifies most of the materials used as beddings. • States most of the uses of different bedding materials. • States the importance of making a bed • Follows most of the procedure in making a bed using available bedding.	• Identifies some of the materials used as beddings. • States some of the uses of different bedding materials. • Follows some of the procedure in making a bed using available bedding.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0Personal hygiene	2.1Prevention of parasites in and out of the body (6 lessons)	By the end of the sub-strand, the learner should be able to: a. Name common external parasites found on the body, b. Identify common external parasite found on the body, c. Name common internal parasites found in the body, d. Identify common internal parasites found in the body, e. Mention the causes of external and internal parasites in the body, f. Mention the effects of parasite infestation to the body, g. State the importance of personal	• Learners name common body parasites • Learners identify common external body parasites (lice and jiggers) and where they are found in the body using pictures, video clips, charts • Learners name common internal body parasites • Learners identify common internal body parasites (intestinal worms) using pictures, video clips and charts • Learners are guided in mentioning the causes of parasites (poor personal body hygiene; eating dirty things, uncooked food) in and on the body using pictures or video clips	1. How do external and internal parasites look like? 2. Which parts of the body do they infest? 3. What leads to infestation of parasites on or in the body? 4. What are the effects of parasite infestation on and in the body? 5. What can I do to

| | | cleanliness in preventing internal and external parasites,
 h. Practice personal cleanliness to prevent parasite infestation | • In groups, learners are guided to tell the effects of parasite infestation (illness, discomfort, lack of enough blood in the body, deformed body parts, pain, skin problems/itchiness) using pictures, video clips
 • Learners are guided to tell how personal cleanliness can help prevent parasite infestation in and out of the body
 • Learners can watch a demonstration, video clips on good practices of personal cleanliness to prevent parasite infestation.
 • Learners can search other body parasites using computing devices. | |

Core-Competence to be developed
Critical thinking, Creativity and imagination, Digital literacy

Link to PCIs: health education: personal hygiene; communicable diseases	**Link to Values:** responsibility, respect
Link to other subjects: Environmental education-cleanliness in the environment Literacy-vocabulary	**Suggested Community Service:** Participate in deworming and Jigger campaigns
Non-Formal Activity to support learning through application sing songs and recite poem on personal cleanliness to avoid parasite infestation	**Suggested assessment:** oral questions, students record on personal journal

Suggested resources: pictures, charts, video clips, computing devices

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expecting	Below expectation
- Identifies the parasites found in and on the body. - States the causes of parasites in and on the body - States effects of parasite infestation to the body. - States the importance of personal cleanliness in preventing parasite infestation. - Maintains personal cleanliness practices to prevent parasite infestation - Identifies individuals infested with specific parasites - Encourages others to maintain personal cleanliness practices that prevent parasite infestation.	- Identifies the parasites found in and on the body. - States the causes of parasites in and on the body - States the effects of parasite infestation to the body. - States the importance of personal cleanliness in preventing parasite infestation. - Maintains personal cleanliness practices to prevent parasite infestation	- Identifies most of the parasites found in and on the body. - States most of the causes of parasites in and on the body - States most of the effects of parasite infestation to the body. - Inconsistently state the importance of personal cleanliness in preventing parasite infestation. - Irregularly practices personal cleanliness to prevent parasite infestation.	- Identifies a few of the parasites found in and on the body. - States a few of the causes of parasites in and on the body - States a few of the effects of parasite infestation to the body. - Has difficulty in stating the importance of personal cleanliness in preventing parasite infestation. - Rarely practices personal cleanliness to prevent parasite infestation.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Personal hygiene	2.2Personal hygiene during bed wetting (3 lessons)	By the end of the sub-strand, the learner should be able to: a. Mention causes of bed wetting, b. State the effects of bed wetting, c. State hygienic practices to observe during bed wetting, d. Appreciate the importance of personal hygiene during bed wetting.	• Learners will be guided to mention causes of bed wetting (drinking too much liquids before sleeping, dreaming, not able to control the bladder, feeling unwell). • The learners will listen to stories and share experiences on bed wetting. • learners will be guided to tell the effects of bed wetting (bad smell, bed sores, low self-esteem, beddings infested with maggots) through pictures, video clips and experience sharing • Learners are guided to state the hygienic practices to observe during bed wetting (washing soiled beddings, airing beddings, covering mattress with mackintosh, bathing daily) • learners sing songs and recite poems on bed wetting.	1. What are the reasons for bed wetting? 2. What are the effects of bed wetting? 3. How do we relate with those who bed wet? 4. What should one do when they wet their bed?

Core-Competence to be developed
Communication and collaboration

Link to PCIs Health education: Personal hygiene	**Link to values** Responsibility, Respect
Links to other subject(s): Environmental studies – Literacy – vocabulary related to bed wetting	**Suggested Community Service Learning** Visit to a children's home to make presentations (songs, poems, skits) that normalise bed wetting and promote hygiene practices during bed
Non-Formal Activity to support learning through application Watch animations and tell stories that normalise bed wetting and promote hygiene practices during bed wetting	**Suggested assessment :**Oral, observation

Suggested resources: bed, bedding materials, charts, pictures, video clips, computing devices

Assessment Rubrics

Exceeding expectation	Meeting expectation	Approaching expecting	Below expectation
- Mentions reasons for bedding wetting - State the effects of bed wetting - States hygienic practices to be observed during bed wetting. - Empathize with those bed wetting.	- Mentions reasons for bedding wetting - States the effects of bed wetting - States hygiene practices to be observed during bed wetting	- Mentions most of the reasons for bedding wetting - States the effects of bed wetting - States most hygiene practices to be observed during bed wetting.	- Mentions a few reasons for bedding wetting - States a few of the effects of bed wetting - States a few hygiene practices to be observed during bed wetting.

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
3.0 Foods	**3.1 Eating Habits and Values (2 lessons)**	**By the end of the sub-strand, the learner should be able to:** a. Name foods available in our community, b. Give reasons for not eating certain foods available in the community, c. Appreciate reasons for not eating certain types of foods.	- learners are guided to identify foods available in their community through brainstorming, pictures, buzz groups, video clips - Learners are guided to mention reasons why some members of the community do not eat certain foods (health, religion, personal preferences, culture, availability)through experience sharing, discussion, buzz groups - Learners role play on how to handle a person who does not eat certain food available in their community	**1. Which foods are available in our community?** **2. Why do some members of the community avoid eating certain foods?** **3. How should we handle members of the community who do not eat certain foods?**

Core-Competence to be developed	
Citizenship, problem solving	
Link to PCIs: Citizenship; social cohesion – appreciating that people in a community eat different types of foods	**Link to Values:** responsibility, respect
Links to other subject(s): Environmental activities– living with other people Language activities– polite language Movement and creative – role play	**Suggested Community Service Learning:** Learners to find out reasons why people do not eat certain foods in their neighbourhood and report their findings
Non-Formal Activity to support learning through application: Sing songs and recite poems on different types of food	**Suggested Assessment:** oral questions, observation
Suggested Resources: pictures, charts and video clips	

Suggested Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
- names foods available in our community - gives reasons for not eating certain foods available in the community - accommodates people who do not eat certain foods - advocates for eating foods that are available in the community	- names foods available in our community - gives reasons for not eating certain foods available in the community - accommodates people who do not eat certain foods	- names most of the foods available in our community - gives most of the reasons for not eating certain foods available in the community - has some difficulty accommodating people who do not eat certain foods	- names a few of the foods available in our community - gives a few of the reasons for not eating certain foods available in the community - has difficulty accommodating people who do not eat certain foods

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
3.0 Foods	3.2 Food Etiquette (2 lessons)	By the end of the sub-strand, the learner should be able to: a. Identify good table manners to observe when taking meals, b. Practice good table manners when taking meals, c. Appreciate the importance of practicing good table manners when taking meals.	• learners are guided to identify good table manners (eating with mouth closed, not talking while eating, not placing elbow on the table, washing hands before eating, not picking nose or teeth while at the table, not stretching your hand to pick table condiments or food, correct use of cutlery and crockery, eating with the pace of the others, keeping low tone when conversing with others at the table) through discussion, pictures, video clips and story telling. • Learners role play good table manners • In pairs, learners are guided to assess each other's table manners during snack and meal times in school. • Learners can take pictures or record on table manners using computing devices and share in class.	1. Which are the good table manners? 2. How should we behave when taking meals?

Core-Competence to be developed
Self-efficacy, Digital literacy, Communication and collaboration

Link to PCIs: life skills; values – good table manners when taking meals	**Link to Values:** responsibility, respect, self esteem
Links to other subject(s): Language activities – mannerism, vocabulary on food etiquette Environmental activities – maintaining a clean eating	**Suggested Community Service Learning:** Advocacy on practicing good table manners to members in their community.
Non-Formal Activity to support learning through application: Make posters carrying messages on good table manners and mount them in class and around eating area Watch children animations showing good table manners	**Suggested Assessment:** oral questions, oral reports, observation

Suggested Resources: realia of food, relevant pictures, videos clips, computing devices

Suggested Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations

● Identifies good table manners to observe when taking meals ● Practices good table manners when taking meals ● Assesses self and others practice table manners during meals ● Encourages others to practice good table manners	● Identifies good table manners to observe when taking meals ● Identifies the bad table manners to be avoided when taking meals ● Practices good table manners when taking meals ● Assesses self and others practice table manners during meals	● Identifies most of the good table manners to observe when taking meals ● Identifies most of the bad table manners to be avoided when taking meals ● Demonstrates some of the good table manners when taking meals ● Occasionally assesses self and others practice table manners during meals	● Identifies a few the good table manners to observe when taking meals ● Identifies a few of the bad table manners to be avoided when taking meals ● Demonstrates a few of the good table manners when taking meals ● Has difficulty assessing self and others practice table manners during meals

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
3.0 Foods and Nutrition	3.3 Food groups (3 lessons)	**By the end of the sub-strand, the learner should be able to:** a. Mention reasons for eating food, b. Group foods into energy giving, body building and protective foods, c. Appreciate the importance of eating food from all the three food groups in a meal.	● learners are guided to mention reasons for eating food (energy, growth, prevent diseases) ● learners are guided to classify foods into energy giving, body building and protective foods using pictures, realia, charts and video clips ● In groups, learners are guided to identify energy giving, body building and protective foods from their environment. ● Learners are guided to discuss the importance of eating foods from all the three food groups in a meal ● Learners can take pictures using computing devices of foods from the different classes and display in class ● Learners can play games using computing devices on classifying foods into the three food groups ● Learners can search internet for food items in the different classes of food using computing devices	1. Why do we eat food? 2. Which foods give us energy? 3. Which foods protects our bodies? 4. Which foods build our bodies? 5. Why should we eat food from the three groups in all our meals?

Core-Competence to be developed	
Self-efficacy, Digital literacy	
Link to PCIs: Health education; lifestyle diseases – eating foods from all the three groups	**Link to Values:** responsibility
Links to other subject(s): Environmental activities:- Plants and animals as sources of food Language activities : vocabulary	**Suggested Community Service Learning:** Learners participate in planning family meals to include all the three food groups
Non-Formal Activity to support learning through application: Using a diary, learners to monitor their intake of the three food groups daily	**Suggested Assessment:** oral questions, oral reports, observation
Suggested Resources: realia and pictures of food, charts, video clips and computing devices	

Suggested Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
• Mentions the reasons for eating food • Identifies different types of foods in their locality • Groups the foods into energy giving, body building and protective foods • Keeps an updated diary showing their daily intake of the three food groups • Actively participates in planning family meals and encourages others to do the same	• Mentions the reasons for eating food • Identifies of different types of foods in their locality • Groups the foods into energy giving, body building and protective foods • Keeps an updated diary showing their daily intake of the three food groups	• Mentions most of the reasons for eating food • Identifies most of the different types of foods in their locality • Groups most of the foods into energy giving, body building and protective foods • Occasionally updates their diary showing their daily intake of the three food groups	• Mentions a few of the reasons for eating food • Identifies a few of different types of foods in their locality • Groups a few of the foods into energy giving, body building and protective foods • Has difficulty in updating their diary showing their daily intake of the three food groups

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
3.0 Foods and Nutrition	3.3 Food and fitness (3 lessons)	By the end of the sub-strand, the learner should be able to: a. Give reasons why some people eat too much or too little food b. Mention the risks of eating too much or too little food c. Give reasons why exercising is important in physical fitness d. Appreciate the importance of eating the right amounts of food at the right time and doing adequate physical exercises	• learners are guided to give reasons why some people eat too much or too little food through discussions, stories • In groups, learners are guided to mention the risks of eating too much or too little food using pictures or videos • Learners are guided to identify the importance of engaging in physical exercises through experience sharing, videos, doing exercises. • Learners are guided in keeping a record of their participation in physical exercise	1. Why do some people eat too much or too little food? 2. What are the problems of eating too much or too little food? 3. Why should we eat adequate food at the right time? 4. Why is it important to do physical exercises regularly?

Core-Competence to be developed
Learning to learn

Link to PCIs: Learners support programs – sports and games Health education: lifestyle diseases ; importance of adequate food and physical exercise for fitness	Link to Values: responsibility
Links to other subject(s): Movement and creative activities Mathematics – counting, right portions Languages - new words	Suggested Community Service Learning: participating in sports, clubs and activities in school and community
Non-Formal Activity to support learning through application: talking walls on the importance of exercising.	Suggested Assessment: oral questions, observation

Suggested resources: pictures, charts, video clips, computing devices

Assessment Rubrics:

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations

• gives reasons why some people eat too much or too little food • mentions the risks of eating too much or too little food • gives reasons why exercising is important in physical fitness • keeps a record of their participation in physical exercises • actively participates in games and sports activities in school and the community • encourages others to eat adequate food at the right time and to participate in physical exercise	• gives reasons why some people eat too much or too little food • mentions the risks of eating too much or too little food • gives reasons why exercising is important in physical fitness • keeps a record of their participation in physical exercises	• gives most of the reasons why some people eat too much or too little food • mentions most of the risks of eating too much or too little food • gives most of the reasons why exercising is important in physical fitness • inconsistently keeps a record of their participation in physical exercises	• gives a few reasons why some people eat too much or too little food • mentions a few risks of eating too much or too little food • gives a few reasons why exercising is important in physical fitness • rarely keeps a record of their participation in physical exercises

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions
3.0 Foods and Nutrition	**3.5 Safety in food storage (4 lessons)**	**By the end of the sub-strand, the learner should be able to**: a. Identify storage facilities for food at home, b. State where to store cooked and raw foods at home, c. Mention factors to observe when storing cooked and raw foods at home, d. Give reasons for proper storage of food at home, e. Appreciate the importance of proper storage of food at home.	• Learners are guided to identify storage facilities for food (cupboards, shelves, racks, refrigerator, food containers, sacks) through pictures, video clips, charts. • Learners are guided to identify areas where cooked and raw foods could be stored using pictures, videos. • Learners are guided to mention factors to observe when storing food (clean, and cool place; cooked food covered; not mixing cooked and uncooked food; free from pests) • Learners are guided to give reasons for proper storage of food (prevent going bad; to preserve so that it can be used later; to avoid	**1. What foods should be cooked before eating?** **2. What foods could be eaten raw?** **3. Where do we store cooked and raw foods?** **4. How do we store cooked and raw foods?** **5. What is the importance of proper storage of cooked and raw foods?**

| | | | contamination from dirt; to prevent from been infested by pests; to prevent wastage)
• Learners role play how to store raw and cooked food.
• Learners can search storage facilities from the internet using computing devices
• Learners can take pictures or shoot videos using computing devices on how they store food at home and share in class | |

Core-Competence to be developed
Creativity and imagination; Digital literacy; Communication and collaboration

Link to PCIs: Health education – communicable diseases	**Link to Values:** responsibility, unity
Links to other subject(s): Environmental activities; storage of food Language activities; new words	**Suggested Community Service Learning:** Learners can advocate for proper storage of food in their community

Suggested resources: Pictures, charts, video clips, computing devices, realia

Suggested Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
• Identify storage facilities for food at home • Identifies where to store raw and cooked food • Mentions factors to observe when storing cooked food and raw foods • Gives reason for proper storage of food	• Identify storage facilities for food at home • Identifies where to store raw and cooked food • Mentions factors to observe when storing cooked food and raw foods • Gives reason for proper storage of food	• Identify most of the storage facilities for food at home • Identifies most of the places to store raw and cooked food • Mention most factors to observe when storing cooked food and raw foods • Gives most reasons for proper	• Identify a few of the storage facilities for food at home • Identifies a few places where to store raw and cooked food • Mentions a few factors to observe when storing cooked food and raw foods • Gives a few reasons for

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences	Key Inquiry Questions

| 4.0 Safety Education | 4.1Common accidents and Basic First aid (10 lesson) | **By the end of the sub-strand, the learner should be able to:**

a. Identify common accidents in the school,
b. Name the causes of common accidents in school,
c. Names way of preventing common accidents in the school,
d. Tell the First Aid for fainting and nose bleeding
e. Demonstrate First Aid fainting and nose bleeding. | • Learners brainstorm on common accidents in the school (falls, cuts, grazes, sprains)
• Learners are guided to identify causes of common accidents in the classroom (rough surfaces, accidents
• during games/sports/P.E, uneven pavements, open windows, litter) using pictures or video
• In groups, learners listen to stories and share experiences of common accidents they have encountered or witnessed in the school.
• Learners are guided to tell how they can prevent common accidents in the school using demonstration, pictures and illustrations.
• Learners are guided to tell the First Aid for fainting and nose bleeding.
• Learners are guided to role play in carrying out First Aid for fainting and nose bleeding | **1. What are the common accidents in the school?**
2. What are the causes of common accidents in the school?
3. What is the simple first aid for common accidents in the school?

4. How can these dangers in the school 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: • 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 clip, first aid kit

Suggested Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation

• 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 • makes effort to attend to some of the things that pose danger in school	• identify common accidents in the school • mention simple first aid for common accidents in the school • name causes of common accidents in the school • mention safety precautions to observe to prevent accidents in the school	• identifies most common accidents in the school • mentions most of the simple first aid for common accidents in the school • names most of the causes of common accidents in the classroom • mentions most safety precautions to observe to prevent accidents in the school	• not able to identify most common accidents in the school • mentions a few of the simple first aid for common accidents in the school • not able to name most of the causes of common accidents in the school • not able to mention most of the safety precautions to observe to prevent accidents in the school

Strand	Sub-strand	Specific Learning Outcomes	Suggested learning experiences)	Key Inquiry Questions
5.0 Consumer Education	4.1 Packaged food (3 lessons)	**By the end of the sub-strand, the learner should be able to:** a. Name various types of packaged foods sold in the locality, b. Identify the basic information on packets or containers used for packaging food, c. Appreciate the importance of the basic information found on food packets and containers.	• learners are guided to name the various packed foods sold in their locality through realia, pictures, empty packages, video clips • Learners are guided to identify the basic information provided on packaged food using empty package materials or realia (expiry date, manufacture date, storage, use of product, quality mark like Kebs, weight of contents) • learners are guided to tell the importance of basic information found on food packets and containers • learners can take pictures of food packages using computing devices and share the information on packages in class • Learners can search for different food	1. Which foods are sold in packages in our locality? 2. What information is found on the packages? 3. Why is the information important

			devices and share findings in class	

Core-Competence to be developed
Self-efficacy; Communication and collaboration; Digital literacy

Link to PCIs: Life skills; life skills – importance of basic information on packets and containers of food citizenship	**Link to Values:** responsibility, unity
Links to other subject(s): Languages activities - new words Mathematics activities - expiry dates, measurements	**Suggested Community Service Learning:** Recite poems and sing songs during school and public forums on the importance of basic information found on food packets and containers
Non-Formal Activity to support learning through application: make posters carrying messages on importance of reading the information found on food packets and containers	**Suggested Assessment:** oral questions, observation

Suggested resources: empty food packages, pictures, video clips, computing devices

Suggested Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
● Name packaged foods sold in the locality ● Identifies important information on packets or containers used for packaging food ● Sensitizes others on the importance of reading basic information found on food packets and containers ● Actively participates in making posters, reciting poems and singing songs on the importance of reading basic information on food packets and containers	● Name packaged foods sold in the locality ● Identifies important information on packets or containers used for packaging food ● Sensitizes others on the importance of reading basic information found on food packets and containers	● Names most of the packaged foods sold in the locality ● Identifies most of the important information on packets or containers used for packaging food ● Has difficulty sensitizing others on the importance of reading basic information found on food packets and containers	● Names a few of the packaged foods sold in the locality ● Packaging food ● Identifies a few of the important information on packets or containers used for packaging food ● Rarely sensitizes others on the importance of reading basic information found on food packets and containers