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

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQURY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFLECTION
	1								
2	1	**Personal Hygiene**	**Use and care of personal items**	By the end of the sub-strand, the learner should be able to Identify materials that can be improvised for personal use	What other materials can we use to improvise personal items?	Learners brainstorm on items they use for personal cleanliness.	**Realia charts**	**1.Observation** **2.Oral questions**	
	2	**Personal Hygiene**	**Use and care of personal items**	By the end of the sub-strand, the learner should be able to Appreciate the importance of caring for personal items to promote cleanliness for self and others	What other materials can we use to improvise personal items?	In groups, provide learners with a variety of materials used in personal hygiene	**Realia Charts**	**.Observation 2.Oral questions**	
3	1	**Foods**	**Basic Tastes of Food**	By the end of the sub-strand, the learner should be able to: a) identify the four basic tastes in a variety of foods	How do the foods you eat taste	Learners brainstorm on different tastes of foods they eat	**Realia Charts**	**.Observation 2.Oral questions**	
	2	**Foods**	**Basic Tastes of Food**	By the end of the sub-strand, the learner should be able to: classify foods according to their tastes,	How do the foods you eat taste	In groups, learners are guided to share experiences on taste of varied food using pictures of food items that have varied tastes (sour, bitter, sweet and salty	**Realia charts**	Observation	

4	1			**Eating habits**	By the end of the sub-strand, the learner should be able to: a) mention what family members and friends eat and drink,	What foods and drinks are taken by our family members and friends	In groups, the learners could be guided to share experiences on the foods their family members and friends eat and drink.	**Realia Charts**	**.Observation 2.Oral questions**	
	2			**Eating habits**	By the end of the sub-strand, the learner should be able to: identify the food likes and dislikes of family members and friends	What foods and drinks are taken by our family members and friends	In groups the learners identify the likes and dislikes of food of their family members and friends	**Realia Charts**	**.Observation 2.Oral questions**	
5	1			**Eating habits**	By the end of the sub-strand, the learner should be able to: give reasons why different people like different foods	Why do different people like different foods?	Learners are guided to tell why different people like different foods	**Realia Charts**	**.Observation 2.Oral questions**	
	2			**Meals and Snacks**	By the end of the sub-strand, the learner should be able to: a) tell the number of meals taken in a day	Why should we take meals and snacks at the right time	Learners are guided to tell the number of meals taken in a day	**Realia charts**	**.Observation 2.Oral questions**	
6	1			**Meals and Snacks**	By the end of the sub-strand, the learner should be able to: differentiate between a meal and a snack from food items in the locality	Why should we take meals and snacks at the right time	Learners are guided to differentiate between meals and snacks using realia and pictures	**Realia Charts**	**.Observation 2.Oral questions**	
	2			**Grouping of food**	By the end of the sub-strand, the learner should be able to: a) mention foods from plant sources within their locality,	What foods do we get from plants	Learners are guided to identify foods they get from plants within their locality.	**Realia Charts**	**.Observation 2.Oral questions**	

7	1		**Grouping of food**	By the end of the sub-strand, the learner should be able to: , a) group foods according to the different parts of the plants that they come from	What foods do we get from plants	learners are guided to group foods from plant sources according to the parts of the plant they come from (leaves, roots, fruits, seeds and stem) using pictures or realia	**Realia Charts**	.Observation 2.Oral questions 3.written questions	
	2		**Grouping of food Grouping of food**	By the end of the sub-strand, the learner should be able to mention different foods from animal sources within the locality,	What foods do we get from animals	Learners are guided to identify animals in their locality and the food we get from those animals using pictures or a video.	**Realia Charts**	**Observation 2.Oral questions 3.written questions**	
8	1		**Grouping of food**	By the end of the sub-strand, the learner should be able to appreciate the importance of animal and plants as sources of food.	What foods do we get from animals	Learners can play games on grouping of food using computing devices	**Realia charts**	**Observation 2.Oral questions 3.written questions**	
	2		**Food for school going children**	By the end of the sub-strand, the learner should be able to mention foods eaten by school going children in the locality	What type of food do you eat?	mention dangers of eating too much or too little food for well-being	**Realia charts**	**Observation 2.Oral questions 3.written questions**	
9	1		**Food for school going children**	By the end of the sub-strand, the learner should be able to mention dangers of eating too much or too little food for well-being	How much food do you eat?	Learners share experiences on what happened to them when they eat too much food (vomiting, stomach pains, diarrhoea, stomach upset,	**Realia charts**	**Observation 2.Oral questions 3.written questions**	

						constipation		
	2		**Good eating habits**	By the end of the sub-strand, the learner should be able to: a) statehow food is apportioned on a plate, b) give the importance of using a variety of foods in a plate	How do I apportion food on a plate	Learners are guided to brainstorm on how food should be apportioned on a plate (proteins, vegetables, starch and a fruit on the side)	**Realia charts**	**Observation 2.Oral questions 3.written questions**
10	1		**Good eating habits**	By the end of the sub-strand, the learner should be able to: ab) give the importance of using a variety of foods in a plate	How do I apportion food on a plate	Learners can observe pictures or videos on correct apportioning of food on a plate (show variety to include plates	**Realia charts**	**Observation 2.Oral questions 3.written questions**
	2		**Food Advertis ement**	By the end of the sub-strand, the learner should be able to tell the meaning of the word advertisement	What is food advertisement	Learners can be guided to tell what is food advertisement using charts, posters, pictures, video clips, radio commercials	**Realia charts**	**Observation 2.Oral questions 3.written questions**
11	1		**Food Advertis ement**	By the end of the sub-strand, the learner should be able to identify an advertisement on food	How do food advertisements make you feel	Learners are guided to identify an advertisement on food from media (print and audio visual	**Realia charts**	**Observation 2.Oral questions 3.written questions**
	2		**Food Advertis ement**	By the end of the sub-strand, the learner should be able to tell the effects of food advertisements on their feelings	How do food advertisements make you feel	Learners share experiences on how advertisements makes them feel	**Realia charts**	**Observation 2.Oral questions 3.written questions**
12	1	Safety Educati	**Food Safety**	By the end of the sub-strand, the learner should be able to:	How should we handle cooked food	learners are guided to say the hygiene practices	**Realia charts**	**Observation 2.Oral**

		on	**Handling of cooked food**	a) mention hygiene practices while handling cooked food, b) mention factors to observe when buying food from a food vendor, c) appreciate the importance of observing hygiene when handling cooked food		to observe when handling cooked food (putting on a clean container that is		**questions 3.written questions**	
	2		**Food Safety Handling of cooked food**	By the end of the sub-strand, the learner should be able to) mention factors to observe when buying food from a food vendor	How should we handle cooked food	learners are guided to mention factors to observe when buying food from food vendors (clean premises/food containers	**Realia charts**	**Observation 2.Oral questions 3.written questions**	
13	1-2		**Food Safety Handling of cooked food**	By the end of the sub-strand, the learner should be able to) appreciate the importance of observing hygiene when handling cooked food	How should we handle cooked food	learners are guided to mention factors to observe when buying food from food vendors (clean premises/food containers	**Realia charts**	**Observation 2.Oral questions 3.written questions**	
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