

SCHEME OF WORK HYGIENE AND NUTRITION GRADE 2

| WEEK | LESSON | STRAND | SUB-STRAND | SPECIFIC LEARNING OUTCOME | KEY INQUIRY QUESTIONS | LEARNING EXPERIENCE | LEARNING RESOURCES | ASSESSMENT METHOD | REFLECTION |
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| 1 | 1-2 | Health practices | Importance of breakfast | By the end of the sub strand the learner should be able to: 1. State the meaning of the word breakfast 2. Identify when breakfast is taken during the day | a. What is breakfast? b. When do we take breakfast? | Guide learners to brainstorm on meaning of the word breakfast | Pictures | oral questions | |
| 2 | 1-2 | Health practices | Items taken during breakfast | Name food items taken during breakfast | Which food items are taken during breakfast? | Learners name food items they eat and drink in the morning | Slices of bread Arrowroots Sausages Sweet potatoes Eggs | Oral questions | |
| 3 | 1-2 | Health practices | Drawing food item | Draw and colour food eaten for breakfast | Which food items are eaten during breakfast? | Learners draw and colour foods eaten for breakfast | Pencils Crayons | Observation | |
| 4 | 1-2 | Health practices | Importance of eating breakfast | Tell the importance of eating breakfast as healthy habits | What is the importance of eating breakfast? | Learners are guide to tell the importance of eating breakfast as a habit | Pictures | Observation | |
| 5 | 1-2 | Health practices | Good oral habits | Identify good oral habits that promote development of healthy teeth | What things do I do that are good for my teeth? | Learners are guided to identify good oral habits | Milk Sweets Biscuits | Oral questions | |
| 6 | 1 | Health practices | Oral hygiene | Identify harmful oral habits that damage teeth | What is harmful to our teeth? | Learners are guided to identify harmful oral habits that damage teeth | Pencils Tooth picks | Oral questions | |
| | 2 | Health Practices | Oral hygiene | Brush their teeth | What do we use to brush our teeth? | Learners are guided on how to brush their teeth | Tooth brush | Observation | |
| 7 | 1 | Practices | Cleaning utensils at | Cleaning utensils at home | Utensils? | Reasons for cleaning utensils at | Healthy and unhealthy person | | |

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| | | | home | | | home | | | |
| | 2 | Health practices | Materials used for cleaning utensils | Identify materials used for cleaning utensils at home | What do we use to clean the utensils? | Learners identify materials for cleaning utensils | Soap Soap dish Sponge/sisal fiber Piece of cloth | Oral questions | |
| 8 | 1 | Health practices | Cleaning, drying and storing utensils | Clean, dry and store the utensils used at home | How do we dry and store the utensils? | Learners peer teach on how to clean, dry and store utensils and they do it practically | Utensils Soap Sponge | Oral questions Experiment | |
| | 2 | Health practices | Danger of second hand smoking | By the end of the sub strand, the learner should be able to mention substances that people smoke that are harmful to our health Mention places where people smoke these substances | Which are the harmful substances that people smoke? Which places/areas do people smoke from? | Learners brainstorm on substances that people smoke and are harmful to our health Learners to mention areas and places where people smoke these substances | Pictures Posters Video clip | Oral questions | |
| 9 | 1 | Health practices | Dangers of second hand smoking | State the meaning of the word second hand smoke and its effects on health | What is second hand smoking? | Learners are guided to explain the meaning of the second hand smoke | Pictures Posters | Observation Oral questions | |
| | 2 | Health practices | Keeping water safe from contamination | By the end of the sub strand, the learner should be able to: Tell what is water contamination Carry out experiment to demonstrate water contamination | What is water contamination? | Learners are guided to brainstorm on the meaning of contaminated water Learners are guided to carry out a simple experiment to | Pictures Real objects | Observation Experiment | |

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| | | | | | | illustrate how water is contaminated | | | |
| 10 | 1 | Health practices | Keeping water safe from contamination | The learner should be able to mention changes in water that is contaminated State ways in which we can prevent water from contamination | What happens when water is contaminated ? | Learners to experiment and observe physical changes that occur in contaminated water Learners to be guided to tell how they can prevent contamination of water | Pictures Real objects | Oral questions Observations Oral reports | |
| | 2 | Health practices | Re-using water and soap at home | By the end of the sub strand, learner should be able to explain the meaning of word re-using | What do we use water and soap for? | Learners to brainstorm on the meaning of reusing | Water and soap | Oral questions | |
| 11 | 1 | Health practices | Ways of re-using water and soap at home | The learner should be able to mention ways of re-using water and soap at home | How can we use water and soap? | Learners to be guided to tell activities | Water and soap | Oral questions | |
| | 2 | Health practices | Makin soap gel | The learner should be able to make a soap gel from left over soap | How do we make a soap gel? | Learners to observe a demonstration on how to make a soap gel using left over soap from home | Realia (left over soap, water, bottles) | Observation Experiments | |
| 12 | 1 | Health practices | Re-using water and soap to minimize wastage in the home | The learners should be able to re-use water and soap to minimize wastage in the home | How can we re-use water and soap? | Learners practice how to make the soap gel and use it for hand washing | Soap Water | Observation Experiment | |
| | 2 | Personal hygiene | Use and care of personal items | By the end of the sub strand the learner should be able to identify the items used for | What items do we use for personal | Learners to be guided on mentioning items | Nail cutter Toothpaste Cotton buds | Oral questions observation | |

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| | | | | personal cleanliness | cleanliness? | for personal cleanliness | Shoes Body lotion | | |
| 13 | 1 | Personal hygiene | Personal items | Identify personal items and give reasons why we should not share them | Which are the personal items? | Learners are guided to identify personal items and give reasons why they should be shared | Towel Handkerchief Combs Sock | Oral questions Observation | |
| | 2 | Personal hygiene | Cleaning a handkerchief | State the procedure used for cleaning a handkerchief | How do we clean a handkerchief? | Learners are guided on how to clean a handkerchief? | Handkerchief | Oral questions | |
| 14 | 1 | Personal hygiene | Cleaning a handkerchief | State the procedure used for cleaning a handkerchief | What do we need to clean a handkerchief? | Learners to clean their handkerchief | Handkerchief Salt Warm water Soap | Observation | |
| | 2 | Personal hygiene | Cleaning a comb | Clean a comb correctly | How do we clean a comb? | Learners to be guided on how to clean a comb. | Comb Soft brush Water Soap | Oral questions Observation | |