

## HYGIENE AND NUTRITION ACTIVITIES SCHEME GRADE 3 TERM 3

SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	3	HYGIENE & NUTRITION	3	

1	1	Foods and Nutrition	Food and fitness	By the end of the sub-strand, the learner should be able to appreciate the importance of eating the right amounts of food at the right time and doing adequate physical exercises	Why is it important to do physical exercises regularly?	Learners are guided in keeping a record of their participation in physical exercise	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg 80-81 Pictures Charts video clips computing devices	oral questions oral reports observation	
	2	Foods and Nutrition	Safety in food storage	By the end of the sub-strand, the learner should be able to: identify storage facilities for food at home,	What foods should be cooked before eating?	Learners are guided to identify storage for food (cupboards, shelves, racks, refrigerator, food containers, sacks) through pictures, video clips, charts.	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg 87 Pictures Charts video clips, computing devices realia	oral questions oral reports observation	
2	1	Foods and Nutrition	Safety in food storage	By the end of the sub-strand, the learner should	What foods could be eaten	Learners are guided to identify areas where cooked and raw	Everyday Hygiene and	oral questions oral	

				be able to state where to store cooked and raw foods at home.	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	Nutrition, Learner's Book Grade 3 pg 88	reports observation	
	<b>2</b>	Foods and Nutrition	Safety in food storage	By the end of the sub-strand, the learner should be able to mention factors to observe when storing cooked and raw foods at home,	Where do we store cooked and raw foods?	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 contamination from dirt; to prevent from been infested by pests; to prevent wastage) Learners role play how to store raw and cooked food.	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg 89 Pictures Charts video clips computing devices realia	oral questions oral reports observation	
<b>3</b>	<b>1</b>	Foods and Nutrition	Safety in food storage	By the end of the sub-strand, the learner should be able to give reasons for proper storage of food at home, appreciate the importance of proper storage of food at home	How do we store cooked and raw foods? What is the importance of proper storage of cooked and raw foods?	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	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg 90 Pictures Charts video clips computing devices realia	oral questions oral reports observation	
	<b>2</b>	Safety Education	Common accidents and Basic First aid	By the end of the sub-strand, the learner should be able to: identify common accidents in the school,	What are the common accidents in the school	Learners brainstorm on common accidents in the school (falls, cuts, grazes, sprains	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg 95-96 Pictures Charts	oral questions oral reports observation	

							video clips computing devices realia		
<b>4</b>	<b>1</b>	Safety Education	Common accidents and Basic First aid	By the end of the sub-strand, the learner should be able to: name the causes of common accidents in school	What are the causes of common accidents in the school?	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	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg 99-100 Pictures Charts video clips computing devices realia	oral questions oral reports observation	
	<b>2</b>	Safety Education	Common accidents and Basic First aid	By the end of the sub-strand, the learner should be able to: names way of preventing common accidents in the school	What are the causes of common accidents in the school?	In groups, learners listen to stories and share experiences of common accidents they have encountered or witnessed in the school	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg 102-103 Pictures Charts video clips computing devices realia	oral questions oral reports observation	
<b>5</b>	<b>1</b>	Safety Education	Common accidents and Basic First aid	By the end of the sub-strand, the learner should be able to: tell the First Aid for		Learners are guided to tell how they can prevent common accidents in the school using demonstration, pictures and	Everyday Hygiene and Nutrition, Learner's	oral questions oral reports	

				fainting and nose bleeding		illustrations. Learners are guided to tell the First Aid for fainting and nose bleeding.	Book Grade 3 pg 105-107 Pictures Charts video clips computing devices realia	observation	
	2	Safety Education	Common accidents and Basic First aid	By the end of the sub-strand, the learner should be able to: demonstrate First Aid fainting and nose bleeding.		Learners are guided to role play in carrying out First Aid for fainting and nose bleeding	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg 105-107 Pictures	oral questions oral reports observation	
6	1	Packaged food	Packaged food	By the end of the sub-strand, the learner should be able to: name various types of packaged foods sold in the locality.	Which foods are sold in packages in our locality?	learners are guided to name the various packed foods sold in their locality through realia, pictures, empty packages, video clips	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg 108-109 Pictures empty food packages, pictures, video clips, computing devices	oral questions oral reports observation	
	2	Packaged food	Packaged food	By the end of the sub-strand, the learner should be able to: identify the basic information on packets or containers used for packaging food	What information is found on the packages	Learners are guided to identify the basic information provided on packaged food using empty package materials or realia (expirydate, manufacture date, storage, use of product, quality mark like Kebs, weight of	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg 110 Pictures	oral questions oral reports observation	

						contents)	empty food packages, pictures, video clips, computing devices		
7	1	Packaged food	Packaged food	By the end of the sub-strand, the learner should be able to: appreciate the importance of the basic information found on food packets and containers	Why is the information important?	learners can take pictures of food packages using computing devices and share the information on packages in class Learners can search for different food packages in the internet using computing devices and share findings in class	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg 111 Pictures empty food packages, pictures, video clips, computing devices	oral questions oral reports observation	
	2	Packaged food	Packaged food	By the end of the sub-strand, the learner should be able to: appreciate the importance of the basic information found on food packets and containers	Why is the information important?	learners can take pictures of food packages using computing devices and share the information on packages in class Learners can search for different food packages in the internet using computing devices and share findings in class	Everyday Hygiene and Nutrition, Learner's Book Grade 3 pg 111 empty food packages, pictures, video clips, computing devices	oral questions oral reports observation	
8				<b>ASSESSMENT</b>					
9				<b>ASSESSMENT</b>					