



Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	TWO			

STRAND/THEME/TOPIC: HEALTH PRACTICES

SUBSTRAND/SUB-THEME/SUB-TOPIC: Importance of Breakfast

Specific lesson learning outcome.

By the end of the lesson, the learner should be to:-

- a) State the meaning of the word breakfast.
- b) Identify when breakfast is taken during the day.

KEY INQUIRY QUESTION (s)

What is breakfast?

Why is it important to eat and drink something in the morning?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self-efficacy • Critical thinking • Digital literacy 	<ul style="list-style-type: none"> • Respect • responsibility 	<ul style="list-style-type: none"> • Health issues • Life skills • Parental engagement

LEARNING RESOURCES

Pictures of different types of food eaten for breakfast.

Pencils and colours.

Computers/tablets.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 1.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Learners to sing a song involving food.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Learners to look at a picture showing foods commonly eaten in the morning.

Step 2: Learner to identify the foods and write them space on the learner’s workbook.

Step 3: Learners to discuss when the food items are eaten.

Step 4: Learners to state the meaning of breakfast.

SUMMARY

Review the lesson on importance of breakfast.

CONCLUSION (Assessment of Learning)

Breakfast is the first meal of the day.

EXTENSION OF ACTIVITIES

Learners to talk about the importance of breakfast to the family and community

REFLECTION ON THE LESSON/SELF-REMARKS





Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	TWO			

STRAND/THEME/TOPIC: HEALTH PRACTICES

SUBSTRAND/SUB-THEME/SUB-TOPIC: Importance of Breakfast

Specific lesson learning outcome.

By the end of the lesson, the learner should be to:-

- a) Name food items taken during the breakfast.

KEY INQUIRY QUESTION (s)

What is breakfast?

Why is it important to eat and drink something in the morning?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self-efficacy • Critical thinking • Digital literacy 	<ul style="list-style-type: none"> • Respect • responsibility 	<ul style="list-style-type: none"> • Health issues • Life skills • Parental engagement

LEARNING RESOURCES

Pictures of different types of food eaten for breakfast.

Pencils and colours.

Computers/tablets.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 2

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide the learners to discuss about foods eaten in the morning (breakfast).

Step 2: Learners to look at the picture of Joro on page 2 having his breakfast.

Step 3: Learners to identify and name the foods Joro is taking.

Step 4: Learners to discuss the foods they eat and drink for breakfast.

SUMMARY

Review the lesson on importance of breakfast.

CONCLUSION (Assessment of Learning)

Food taken for breakfast is different from one locality to another.



EXTENSION OF ACTIVITIES

Learners to talk about the importance of breakfast to the family and community

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	TWO			

STRAND/THEME/TOPIC: HEALTH PRACTICES

SUBSTRAND/SUB-THEME/SUB-TOPIC: Importance of Breakfast

Specific lesson learning outcome.

By the end of the lesson, the learner should be to:-

- a. Tell the importance of eating breakfast as a healthy habit.
- b. Appreciate the importance of taking breakfast in the morning.

KEY INQUIRY QUESTION (s)

What is breakfast?

Why is it important to eat and drink something in the morning?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self-efficacy • Critical thinking • Digital literacy 	<ul style="list-style-type: none"> • Respect • responsibility 	<ul style="list-style-type: none"> • Health issues • Life skills • Parental engagement

LEARNING RESOURCES

Pictures of different types of food eaten for breakfast.

Pencils and colours.

Computers/tablets.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 3.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide the learners to discuss about foods eaten in the morning (breakfast).

Step 2: Learners calculate the number of hours between last meal and breakfast.

Step 3: Learners should therefore understand the importance of breakfast.

Step 4: Guide the learners to see that breakfast is taken after many hours of not eating. The should understand that breakfast provides us with the energy we need to start the day.

SUMMARY

Review the lesson on importance of breakfast.



CONCLUSION (Assessment of Learning)

Foods eaten should be healthy and balanced

EXTENSION OF ACTIVITIES

Learners to talk about the importance of breakfast to the family and community

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	TWO			

STRAND/THEME/TOPIC: HEALTH PRACTICES

SUBSTRAND/SUB-THEME/SUB-TOPIC: Oral Hygiene

Specific lesson learning outcome.

By the end of the lesson, the learner should be to identify good oral habits that promote development of healthy teeth.

KEY INQUIRY QUESTION (s)

What things do I do that are good for my teeth?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self-efficacy • Critical thinking • Communication 	<ul style="list-style-type: none"> • Respect • Responsibility • Sharing • Unity 	<ul style="list-style-type: none"> • Health issues • Life skills

LEARNING RESOURCES

Collect pictures on teeth at different stages of development.

Pencils and colours.

Computers/tablets.

Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 4

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide the learners to discuss the picture of Rosa smiling on page 4 and tell what makes her teeth clean.

Step 2: Guide the learners through the picture on page 4 which shows Tim and Rosa brushing their teeth.

Step 3: Learners to discuss the importance of brushing the teeth at least two time a day and eating healthy foods.

SUMMARY

Review the lesson on oral hygiene

CONCLUSION (Assessment of Learning)

Teeth are important for us.

EXTENSION OF ACTIVITIES

Learners to promote things that are good for health.

REFLECTION ON THE LESSON/SELF-REMARKS





Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	TWO			

STRAND/THEME/TOPIC: HEALTH PRACTICES

SUBSTRAND/SUB-THEME/SUB-TOPIC: Oral Hygiene

Specific lesson learning outcome.

By the end of the lesson, the learner should be to identify harmful oral habits that damage teeth.

KEY INQUIRY QUESTION (s)

What things do I do that are harmful for my teeth?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self-efficacy • Critical thinking • Communication 	<ul style="list-style-type: none"> • Respect • Responsibility • Sharing • Unity 	<ul style="list-style-type: none"> • Health issues • Life skills

LEARNING RESOURCES

Collect pictures on teeth at different stages of development.

Pencils and colours.

Computers/tablets.

Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 7.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide the learners to discuss the picture on page 7 showing Pat sucking her thumb and Peter chewing his pencil.

Step 2: Guide the learners to discuss these pictures to bring out that these habits are not good for teeth.

Step 3: Learners to discuss other bad habits listed that are not good for the teeth. Lead learners to discuss them and reflect on the habits they have that can be harmful to the teeth.

SUMMARY

Review the lesson on oral hygiene

CONCLUSION (Assessment of Learning)

There are habits that are not good and harmful for the teeth e.g. sucking the thumb

EXTENSION OF ACTIVITIES

Learners to promote things that are good for health.

REFLECTION ON THE LESSON/SELF-REMARKS





Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	TWO			

STRAND/THEME/TOPIC: HEALTH PRACTICES

SUBSTRAND/SUB-THEME/SUB-TOPIC: Oral Hygiene

Specific lesson learning outcome.

By the end of the lesson, the learner should be to Practice good oral habits to promote their wellbeing.

KEY INQUIRY QUESTION (s)

How many times do I brush my teeth in a day?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self-efficacy • Critical thinking • Communication 	<ul style="list-style-type: none"> • Respect • Responsibility • Sharing • Unity 	<ul style="list-style-type: none"> • Health issues • Life skills

LEARNING RESOURCES

Collect pictures on teeth at different stages of development.

Pencils and colours.

Computers/tablets.

Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 6.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide the learners to reflect that teeth not cared for decay and can be a source of pain and bad breath.

Step 2: Guide the learners on how to care for the teeth by brushing at least two times a day. Using tooth brush and toothpaste or charcoal powder.

Step 3: Guide learners in knowing that the doctor who treat the teeth is called a dentist. And when they have teeth problems they should visit the dentist.

SUMMARY

Review the lesson on oral hygiene

CONCLUSION (Assessment of Learning)

Brushing is good for healthy teeth.

EXTENSION OF ACTIVITIES

Learners to promote things that are good for health.

REFLECTION ON THE LESSON/SELF-REMARKS





Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	TWO			

STRAND/THEME/TOPIC: HEALTH PRACTICES

SUBSTRAND/SUB-THEME/SUB-TOPIC: Oral Hygiene

Specific lesson learning outcome.

By the end of the lesson, the learner should be to:-

- a) Practice good oral habits to promote their wellbeing.
- b) Appreciate good oral habits to promote their well-being.

KEY INQUIRY QUESTION (s)

How many times do I brush my teeth in a day?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self-efficacy • Critical thinking • Communication 	<ul style="list-style-type: none"> • Respect • Responsibility • Sharing • Unity 	<ul style="list-style-type: none"> • Health issues • Life skills

LEARNING RESOURCES

Collect pictures on teeth at different stages of development.

Pencils and colours.

Computers/tablets.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 6-8.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide the learners to answer questions provided on page 7-8. Give learners an opportunity to reflect on their habits.

Step 2: Guide the learners to identify food/diet that is essential for strong healthy teeth. E.g. food rich in vitamin A, D and C and other minerals.

Step 3: Learners are guided on how to keep the toothbrush clean when not using.

SUMMARY

Review the lesson on oral hygiene

CONCLUSION (Assessment of Learning)



Brushing is good for healthy teeth.

EXTENSION OF ACTIVITIES

Learners to promote things that are good for health.

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	TWO			

STRAND/THEME/TOPIC: HEALTH PRACTICES

SUBSTRAND/SUB-THEME/SUB-TOPIC: Use of different rooms in a house

Specific lesson learning outcome.

By the end of the lesson, the learner should be to Name the various rooms in a house.

KEY INQUIRY QUESTION (s)

How many rooms/areas are in your house?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self-efficacy • Critical thinking • Communication and collaboration • Digital literacy • Creativity and imagination 	<ul style="list-style-type: none"> • Respect • Responsibility • Sharing • Unity 	<ul style="list-style-type: none"> • Health issues • Life skills

LEARNING RESOURCES

Picture of different rooms in a house.

Pencils and colours.

Computers/tablets.

Video clips on taking bath.

Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 9.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide the learners in observing pictures of different rooms in the house. E.g. sitting room, bedroom etc.

Step 2: Learners to identify the rooms and state what each room is used for.

Step 3: Learners to mention any other room in a house and state what it is used for

SUMMARY

Review the lesson

CONCLUSION (Assessment of Learning)



A home has rooms or areas used for different purposes.

EXTENSION OF ACTIVITIES

Learners to advocate for keeping the home clean.

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	TWO			

STRAND/THEME/TOPIC: HEALTH PRACTICES

SUBSTRAND/SUB-THEME/SUB-TOPIC: Use of different rooms in a house

Specific lesson learning outcome.

By the end of the lesson, the learner should be to mention the use of the various rooms in a house.

KEY INQUIRY QUESTION (s)

What are these different rooms/areas in your home?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self-efficacy • Critical thinking • Communication and collaboration • Digital literacy • Creativity and imagination 	<ul style="list-style-type: none"> • Respect • Responsibility • Sharing • Unity 	<ul style="list-style-type: none"> • Health issues • Life skills

LEARNING RESOURCES

Picture of different rooms in a house.

Pencils and colours.

Computers/tablets.

Video clips on taking bath.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 10-12.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide the learners in observing pictures of different rooms in the house. E.g. sitting room, bedroom etc.

Step 2: Learners to identify the rooms and state what each room is used for.

Step 3: Learners to colour the picture of the bedroom drawn.

Step 4: Ask the learners to draw one of the rooms in the house. Let them include what is expected inside.

SUMMARY

Review the lesson.



CONCLUSION (Assessment of Learning)

A home has rooms or areas used for different purposes.

EXTENSION OF ACTIVITIES

Learners to advocate for keeping the home clean.

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	TWO			

STRAND/THEME/TOPIC: HEALTH PRACTICES

SUBSTRAND/SUB-THEME/SUB-TOPIC: Use of different rooms in a house

Specific lesson learning outcome.

By the end of the lesson, the learner should be to:-

- a. State the reasons for having different rooms in a house
- b. Name equipment and furniture used in the various rooms in a house.

KEY INQUIRY QUESTION (s)

What are the main activities carried out in these rooms/areas?

Which equipment is found in these rooms/areas?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self-efficacy • Critical thinking • Communication and collaboration • Digital literacy • Creativity and imagination 	<ul style="list-style-type: none"> • Respect • Responsibility • Sharing • Unity 	<ul style="list-style-type: none"> • Health issues • Life skills

LEARNING RESOURCES

Picture of different rooms in a house.

Pencils and colours.

Computers/tablets.

Video clips on taking bath.

Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 10-14.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide the learners to link the names on no. 6 page 13 in the learner's book of the room to its function.

Step 2: After mentioning the functions of the rooms, learners to discuss the furniture that would be in that room.

SUMMARY

Review the lesson



CONCLUSION (Assessment of Learning)

A home has rooms or areas used for different purposes.

EXTENSION OF ACTIVITIES

Learners to advocate for keeping the home clean.

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	TWO			

STRAND/THEME/TOPIC: HEALTH PRACTICES

SUBSTRAND/SUB-THEME/SUB-TOPIC: Use of different rooms in a house

Specific lesson learning outcome.

By the end of the lesson, the learner should be to mention the importance of keeping the various rooms in a house clean and tidy.

KEY INQUIRY QUESTION (s)

Which equipment is found in these rooms/areas?

Why is it important to keep the house clean?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self-efficacy • Critical thinking • Communication and collaboration • Digital literacy • Creativity and imagination 	<ul style="list-style-type: none"> • Respect • Responsibility • Sharing • Unity 	<ul style="list-style-type: none"> • Health issues • Life skills

LEARNING RESOURCES

Picture of different rooms in a house.

Pencils and colours.

Computers/tablets.

Video clips on taking bath.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 10-14.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide the learners to link the names on no. 6 page 13 in the learner’s book of the room to its function.

Step 2: After mentioning the functions of the rooms, learners to discuss the furniture that would be in that room.

Step 3: Learners to discuss the picture of Mary sweeping the bedroom on page 14 of learner’s book and answer the provided questions.

Step 4: Guide learners to discuss why it is important to clean the rooms in the house and learners to answer the questions provided on page 14 of learner's book.



SUMMARY

Review the lesson

CONCLUSION (Assessment of Learning)

In order to make the home and comfortable to live in, it is important to get rid dirt.

EXTENSION OF ACTIVITIES

Learners to advocate for keeping the home clean.

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	TWO			

STRAND/THEME/TOPIC: HEALTH PRACTICES

SUBSTRAND/SUB-THEME/SUB-TOPIC: Cleaning of utensils

Specific lesson learning outcome.

By the end of the lesson, the learner should be to mention reasons for cleaning utensils at home.

KEY INQUIRY QUESTION (s)

Why do we clean utensils?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self-efficacy • Critical thinking • Communication and collaboration • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Unity 	<ul style="list-style-type: none"> • Health issues

LEARNING RESOURCES

Picture of different types of utensils.

Pencils and colours.

Computers/tablets.

Video clips on cleaning utensils.

Realia –different utensils.

Cleaning materials.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 16-18.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide the learners on the picture on learners book page 16.

Step 2: Learners to study the picture and state what they see Benta doing.

Step 3: Guide learners to identify the utensils Benta is cleaning.

Step 4: Learners to list other utensils fund in the home.

SUMMARY

Review the lesson



CONCLUSION (Assessment of Learning)

Every home has some utensils

EXTENSION OF ACTIVITIES

Learners to visit the kitchen in the school or in the community and help to clean utensils

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	TWO			

STRAND/THEME/TOPIC: HEALTH PRACTICES

SUBSTRAND/SUB-THEME/SUB-TOPIC: Cleaning of utensils

Specific lesson learning outcome.

By the end of the lesson, the learner should be to identify materials used for cleaning utensils at home.

KEY INQUIRY QUESTION (s)

What do we use to clean utensils?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self-efficacy • Critical thinking • Communication and collaboration • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Unity 	<ul style="list-style-type: none"> • Health issues

LEARNING RESOURCES

Picture of different types of utensils.

Pencils and colours.

Computers/tablets.

Video clips on cleaning utensils.

Realia –different utensils.

Cleaning materials.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 16-18

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning).

Step 1: Guide the learners on the picture on learners’ book page 16.

Step 2: Learners to study the picture and discuss what they see Benta using to clean the utensils.

Step 3: Learners to state what they use to clean utensils at home

Step 4: Learners to practice linking of utensils to their functions as provided using a line..

SUMMARY

Review the lesson



CONCLUSION (Assessment of Learning)

Every home has some utensils.

EXTENSION OF ACTIVITIES

Learners to visit the kitchen in the school or in the community and help to clean utensils

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	TWO			

STRAND/THEME/TOPIC: HEALTH PRACTICES

SUBSTRAND/SUB-THEME/SUB-TOPIC: Cleaning of utensils

Specific lesson learning outcome.

By the end of the lesson, the learner should be to Clean, dry and store the utensils used at home.

KEY INQUIRY QUESTION (s)

How do we clean utensils?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self-efficacy • Critical thinking • Communication and collaboration • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Unity 	<ul style="list-style-type: none"> • Health issues

LEARNING RESOURCES

Picture of different types of utensils.

Pencils and colours.

Computers/tablets.

Video clips on cleaning utensils.

Realia –different utensils.

Cleaning materials.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 16-18.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide the learners through the steps to cleaning a plate provided in the learner’s workbook page 18.

Step 2: Allow the learners to practice by cleaning a plate or cup.

Step 3: Learners to use a clean cloth to wipe them.

Step 4: Learners to store the items well after cleaning

SUMMARY

Review the lesson.



CONCLUSION (Assessment of Learning)

It is important to clean and store utensils well

EXTENSION OF ACTIVITIES

Learners to visit the kitchen in the school or in the community and help to clean utensils

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	TWO			

STRAND/THEME/TOPIC: HEALTH PRACTICES

SUBSTRAND/SUB-THEME/SUB-TOPIC: Cleaning of utensils

Specific lesson learning outcome.

By the end of the lesson, the learner should be to appreciate the importance of cleaning the utensils at home

KEY INQUIRY QUESTION (s)

How do we clean utensils?

How do we dry and store the utensils?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self-efficacy • Critical thinking • Communication and collaboration • Digital literacy 	<ul style="list-style-type: none"> • Integrity • Responsibility • Unity 	<ul style="list-style-type: none"> • Health issues

LEARNING RESOURCES

Picture of different types of utensils.

Pencils and colours.

Computers/tablets.

Video clips on cleaning utensils.

Realia –different utensils.

Cleaning materials.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 16-18.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide the learners through the steps to cleaning a plate provided in the learner’s workbook page 18.

Step 2: Allow the learners to practice by cleaning a plate or cup.

Step 3: Learners to use a clean cloth to wipe them.

Step 4: Learners to store the items well after cleaning

Step 5: Guide learners to answer the questions provided on pages 16, 17, 18 of the learners book. Learners also to discuss the questions with their classmates.



SUMMARY

Review the lesson

CONCLUSION (Assessment of Learning)

Kitchen equipment should be handled with care to avoid accidents and spoiling them.

EXTENSION OF ACTIVITIES

Learners to visit the kitchen in the school or in the community and help to clean utensils

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	TWO			

STRAND/THEME/TOPIC: HEALTH PRACTICES

SUBSTRAND/SUB-THEME/SUB-TOPIC: Dangers of second hand smoke

Specific lesson learning outcome.

By the end of the lesson, the learner should be to:-

- a) Mention substance that people smoke that are harmful to our health.
- b) Mention the places where people smoke these substances.
- c) Explain how to tell that a person has been smoking.

KEY INQUIRY QUESTION (s)

Which are the harmful substances that people smoke?

Which places/areas do people smoke from?

How can you tell that a person has been smoking?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self-efficacy • Critical thinking • Communication and collaboration • Digital literacy 	<ul style="list-style-type: none"> • Responsibility • Citizenship 	<ul style="list-style-type: none"> • Health issues • Life skills

LEARNING RESOURCES

Picture showing the effects of smoking.

Computers/tablets.

Video clips showing the effects of smoking.

Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 19-20.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide the learners through picture of Flora and Fara seated near a man smoking on learner's workbook page 19.

Step 2: Guide learners to study the picture and see the reactions of Fara and Flora.

Step 3: Learners then to discuss what the man is doing.

Step 4: Guide learners to discuss on why smoking is not good for our health and those around us.



SUMMARY

Review the lesson

CONCLUSION (Assessment of Learning)

Second hand smoke is harmful to our health.

EXTENSION OF ACTIVITIES

Learners to participate in **NO** smoking campaigns

REFLECTION ON THE LESSON/SELF-REMARKS



Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	TWO			

STRAND/THEME/TOPIC: HEALTH PRACTICES

SUBSTRAND/SUB-THEME/SUB-TOPIC: Dangers of second hand smoke

Specific lesson learning outcome.

By the end of the lesson, the learner should be to:-

- a. State the meaning of the word second smoke.
- b. Tell the effects of second hand smoke on health.
- c. Develop self-efficacy in avoiding second hand smoke.

KEY INQUIRY QUESTION (s)

What is second hand smoke?

Why is it important to keep off second hand smoke?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self-efficacy • Critical thinking • Communication and collaboration • Digital literacy 	<ul style="list-style-type: none"> • Responsibility • Citizenship 	<ul style="list-style-type: none"> • Health issues • Life skills

LEARNING RESOURCES

Picture showing the effects of smoking.

Computers/tablets.

Video clips showing the effects of smoking.

Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 19-20.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide the learners through picture of Flora and Fara seated near a man smoking on learner's workbook page 19.

Step 2: Guide learners whether they should stay near someone who is smokes and what it means to be second hand smoker.

Step 3: Learners then to discuss what they should do if someone starts to smoke near them.

Step 4: Guide learners to answer the questions provided on page 19 and 20 of the learner’s workbook.



SUMMARY

Review the lesson

CONCLUSION (Assessment of Learning)

It is illegal to smoke in a car or bus.

EXTENSION OF ACTIVITIES

Learners to participate in **NO** smoking campaigns.

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	TWO			

STRAND/THEME/TOPIC: HEALTH PRACTICES

SUBSTRAND/SUB-THEME/SUB-TOPIC: Keeping water safe from contamination

Specific lesson learning outcome.

By the end of the lesson, the learner should be to:-

- a. Tell what water contamination is.
- b. Carry out experiment to demonstrate water contamination.

KEY INQUIRY QUESTION (s)

What is water contamination?

How is water contaminated?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Critical thinking • Communication and collaboration • Digital literacy 	<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • Health issues

LEARNING RESOURCES

Picture showing how water get contaminated.

Computers/tablets.

Materials for the experiment: soil, water, a glass/plastic cup, a stick to stir the water, onion.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 21-24.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide the learners through picture of boys and girls in a school drinking water from a tank on learner’s workbook page 21.

Step 2: Learners to study the picture and tell whether the water is clean.

Step 3: Learners then to discuss could have made the water dirty (contaminated).

Step 4: Guide learners through the simple experiment on learner’s book page 23. This should inform learners of contaminated water by its colour and smell.

SUMMARY

Review the lesson

CONCLUSION (Assessment of Learning)

Clean water is good for health and life.

EXTENSION OF ACTIVITIES

Learners to participate in activities that promote safe clean water and fights against water/river contamination.

REFLECTION ON THE LESSON/SELF-REMARKS





Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	TWO			

STRAND/THEME/TOPIC: HEALTH PRACTICES

SUBSTRAND/SUB-THEME/SUB-TOPIC: Keeping water safe from contamination

Specific lesson learning outcome.

By the end of the lesson, the learner should be to:-

- a) Mention changes in water that is contaminated.
- b) State ways in which we can prevent water contamination.

KEY INQUIRY QUESTION (s)

What happens when water is contaminated?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Critical thinking • Communication and collaboration • Digital literacy 	<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • Health issues

LEARNING RESOURCES

Picture showing how water get contaminated.

Computers/tablets.

Materials for the experiment: soil, water, a glass/plastic cup, a stick to stir the water, onion.

Focus on Hygiene and nutrition Grade 2 learners' workbook pg. 21-24.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide the learners through picture of boys and girls in a school drinking water from a tank on learner's workbook page 21.

Step 2: Learners to discuss picture of Raha cleaning sugarcane provided on page 22 and Paul washing clothes. The water that has been used in both instances is contaminated.

Step 3: Guide learners to discuss how safe clean water should be stored.

SUMMARY

Review the lesson

CONCLUSION (Assessment of Learning)



Water should be stored safely

EXTENSION OF ACTIVITIES

Learners to participate in activities that promote safe clean water and fights against water/river contamination.

REFLECTION ON THE LESSON/SELF-REMARKS

.....
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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	TWO			

STRAND/THEME/TOPIC: HEALTH PRACTICES

SUBSTRAND/SUB-THEME/SUB-TOPIC: Re-using water and soap at home.

Specific lesson learning outcome.

By the end of the lesson, the learner should be to:-

- a. Explain the meaning of word re-using
- b. Mention ways of re-using water and soap in the home.

KEY INQUIRY QUESTION (s)

What do we use water and soap for?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Critical thinking • Communication and collaboration • Digital literacy 	<ul style="list-style-type: none"> • Responsibility • Integrity 	<ul style="list-style-type: none"> • Health issues

LEARNING RESOURCES

Picture showing how water get contaminated.

Computers/tablets.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 25-28.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide the learners through picture of Raha cleaning sugarcane on page 25 of the learner’s book, and another picture of Raha who has now grown, using the water to water vegetables.

Step 2: Learners to study both pictures and discuss what they can see.

Step 3: The discussion should bring out re-using f water, its meaning and advantages.

SUMMARY

Review the lesson

CONCLUSION (Assessment of Learning)

Used water can perform other activities.

EXTENSION OF ACTIVITIES



Learners to participate in activities that promote safe clean water and re-use of water and soap to avoid waste and save water and other resources.

REFLECTION ON THE LESSON/SELF-REMARKS



Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	TWO			

STRAND/THEME/TOPIC: HEALTH PRACTICES

SUBSTRAND/SUB-THEME/SUB-TOPIC: Re-using water and soap at home.

Specific lesson learning outcome.

By the end of the lesson, the learner should be to mention ways of re-using water and soap in the home.

KEY INQUIRY QUESTION (s)

What do we use water and soap for?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Critical thinking • Communication and collaboration • Digital literacy 	<ul style="list-style-type: none"> • Responsibility • Integrity 	<ul style="list-style-type: none"> • Health issues

LEARNING RESOURCES

Picture showing how water get contaminated.

Computers/tablets.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 25-28.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide the learners through picture of Paul washing clothes on page 26 of learner’s book and the next picture showing Paul using the same water to wash the floor. Soapy water cannot be used to water vegetables as the soap is not good for eating.

Step 2: Ask learners to answer the questions in the learner’s workbook, and to identify other ways which water can be reused.

SUMMARY

Review the lesson

CONCLUSION (Assessment of Learning)

Used water can perform other activities.

EXTENSION OF ACTIVITIES

Learners to participate in activities that promote safe clean water and re-use of water and soap to avoid waste and save water and other resources.



REFLECTION ON THE LESSON/SELF-REMARKS

.....

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	TWO			

SUBSTRAND/THEME/TOPIC: HEALTH PRACTICES

SUBSTRAND/SUB-THEME/SUB-TOPIC: Re-using water and soap at home.

Specific lesson learning outcome.

By the end of the lesson, the learner should be to Make soap gel from left over soap

KEY INQUIRY QUESTION (s)

How do we make soap gel?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Critical thinking • Communication and collaboration • Digital literacy 	<ul style="list-style-type: none"> • Responsibility • Integrity 	<ul style="list-style-type: none"> • Health issues

LEARNING RESOURCES

Picture showing how water get contaminated.

Computers/tablets.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 25-28.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide the learners through picture of Paul washing clothes on page 26 of learner’s book and the next picture showing Paul using the same water to wash the floor. Soapy water cannot be used to water vegetables as the soap is not good for eating.

Step 2: Guide the learners through point number 4 on page where learners are to carry out an activity.

Step 3: Allow learners to make soap gel using used pieces of soap from home.

Step 4: Let them discuss what they see in the end and show them that making soap gel is a way of re-using soap.

Step 5: Learners to discuss other ways of re-using soap.

SUMMARY

Review the lesson

CONCLUSION (Assessment of Learning)



Soap gel can be used where any soap is used.

EXTENSION OF ACTIVITIES

Learners to participate in activities that promote safe clean water and re-use of water and soap to avoid waste and save water and other resources.

REFLECTION ON THE LESSON/SELF-REMARKS

.....

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	TWO			

STRAND/THEME/TOPIC: HEALTH PRACTICES

SUBSTRAND/SUB-THEME/SUB-TOPIC: Re-using water and soap at home.

Specific lesson learning outcome.

By the end of the lesson, the learner should be to:-

- a. Make soap gel from left over soap.
- b. Appreciate re-using water and soap to minimize wastage in the home.

KEY INQUIRY QUESTION (s)

Why do we re-use water and soap?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Critical thinking • Communication and collaboration • Digital literacy 	<ul style="list-style-type: none"> • Responsibility • Integrity 	<ul style="list-style-type: none"> • Health issues

LEARNING RESOURCES

Picture showing how water get contaminated.

Computers/tablets.

Focus on Hygiene and nutrition Grade 2 learners’ workbook pg. 25-28.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide the learners through picture of Paul washing clothes on page 26 of learner’s book and the next picture showing Paul using the same water to wash the floor. Soapy water cannot be used to water vegetables as the soap is not good for eating.

Step 2: Guide the learners through point number 4 on page where learners are to carry out an activity.

Step 3: Allow learners to make soap gel using used pieces of soap from home.

Step 4: Learners to discuss other ways of re-using water and soap.

Step 5: Guide learners to understand that soap gel easily dissolves in water and can be used in washing clothes and utensils.

SUMMARY

Review the lesson



CONCLUSION (Assessment of Learning)

Soap gel can be used where any soap is used.

EXTENSION OF ACTIVITIES

Learners to participate in activities that promote safe clean water and re-use of water and soap to avoid waste and save water and other resources.

REFLECTION ON THE LESSON/SELF-REMARKS
