**GRADE 7 HEALTH EDUACTION SCHEME OF WORK TERM 1**

**SCHOOL……………………………………………..TEACHERS NAME…………………………… LEARNING AREA………………………………………………YEAR ……………**

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| ***Week*** | ***Lesson*** | ***Strand*** | ***Sub-strand*** | ***Specific-Learning outcomes*** | ***Learning Experience*** | ***Key Inquiry Question(S)*** | ***Learning***  ***Resources*** | ***Assessment Methods*** | ***Reflection*** |
| **1** | **1** | **HEALTH AND NUTRITION** | ***Health Education; Importance of Health Education, Career opportunities in Health Education*** | By the end of the lesson, the learner should be able to:   1. Explain the meaning of health education. 2. Mention health-related careers that they know. 3. Discuss the importance of Health Education. 4. Use digital devices to find out what each of the health-related careers entails. 5. Appreciate career opportunities in Health Education. | In pairs, learners are guided to explain the meaning of health education  In groups, learners are guided to use digital devices to search for the  In groups learners to mention health-related careers that they know.  In groups, learners are guided to use digital devices to find out what each of the health-related careers entails. | What is Health Education?  Which career opportunities have you heard of in Health Education? | * Charts * Pictures * Digital devices * Computing devices   ***Mentor; Health Education Learner’s Book Grade 7 pg. 1-4*** | * Oral questions * Oral Report Observation |  |
|  | **2** |  | ***Promoting Health Education activities in the community*** | By the end of the lesson, the learner should be able to:   1. Discuss different activities that you can engage in to promote Health Education in the community. 2. Participate in a sports events. 3. Promoting Health Education activities in the community. | In groups, learners to discuss different activities that you can engage in to promote Health Education in the community.  In groups, learners are guided to participate in a sports events. | How does Health Education promote healthy living? | * Charts * Pictures * Digital devices * Computing devices   ***Mentor; Health Education Learner’s Book Grade 7 pg. 5-6*** | * Oral questions * Oral Report Observation |  |
| **2** | **1** |  | ***Health promotion; Common health concerns in the community*** | By the end of the lesson, the learner should be able to:   1. Explain the meaning of health promotion. 2. Discuss common health concerns in the community. 3. Appreciate the importance of health promotion. | In groups, learners to explain the meaning of health promotion  In groups, learners are guided to discuss common health concerns in the community  In groups, learners are guided to discuss why Corona Virus Disease (Covid-19) and typhoid a health concern. | What is health promotion? | * Realia * Charts * Photographs * Pictures * Digital devices * Computing devices   ***Mentor; Health Education Learner’s Book Grade 7 pg. 7-9*** | * Oral questions * Oral Report Observation |  |
|  | **2** | Health and Nutrition | ***Promoting wellness in individuals and the community*** | By the end of the lesson, the learner should be able to:   1. Define wellness. 2. Discuss practices to observe to maintain good health. 3. Draw posters that promote good health. 4. Appreciate the importance of promoting wellness. | In groups, learners to define wellness  In groups, learners are guided to discuss practices to observe to maintain good health  In groups, learners are guided to draw posters that promote good health | How does eating foods with all the required nutrients promote good health? | * Realia * Charts * Photographs * Pictures * Digital devices   ***Mentor; Health Education Learner’s Book Grade 7 pg. 9-11*** | * Oral questions * Oral Report Observation |  |
| **3** | **1** | Health and Nutrition | ***Challenges hindering health promotion in the community; Role of good governance for sustainable health promotion*** | By the end of the lesson, the learner should be able to:   1. Identify the challenges hindering health promotion in the community. 2. State the roles of good governance for sustainable health promotion. 3. Draw some posters of health promotion campaigns. 4. Appreciate the role of good governance for sustainable health promotion | In groups, learners to identify the challenges hindering health promotion in the community  In groups, learners are guided to identify what the government has done to promote health in their community.  In groups, learners are guided to state the roles of good governance for sustainable health promotion.  In groups, learners to draw some posters of health promotion campaigns. | What challenges are faced during health promotion in their community? | Realia  Charts  Photographs  Pictures  Digital devices  Computing devices  ***Mentor; Health Education Learner’s Book Grade 7 pg. 11-14*** | * Oral questions * Oral Report Observation |  |
|  | **2** | Health and Nutrition | ***Nutrients and their functions in the body*** | By the end of the lesson, the learner should be able to:   1. State the difference between macronutrients and micronutrients. 2. Classify carbohydrates, proteins, fats or lipids, vitamins and minerals. 3. Appreciate the importance of food nutrients. | Learners are guided to state the difference between macronutrients and micronutrients.  In groups, learners are guided to classify carbohydrates, proteins, fats or lipids, vitamins and minerals. | What is the difference between macronutrients and micronutrients? | * Charts * Pictures * Digital devices * Computing devices   ***Mentor; Health Education Learner’s Book Grade 7 pg. 14-15*** | * Oral questions * Oral Report Observation |  |
| **4** | **1** | Health and Nutrition | ***Macro-nutrients; Carbohydrates, Proteins, Fats or lipids*** | By the end of the lesson, the learner should be able to:   1. List foods rich in carbohydrates, proteins and fats or lipids. 2. Discuss the healthy eating habits that should be practiced to prevent carbohydrates deficiency, kwashiorkor and marasmus. 3. Appreciate the importance of Carbohydrates, Proteins, Fats or lipids. | In groups, learners are guided to List foods rich in carbohydrates, proteins and fats or lipids.  In groups, learners are guided to identify the functions of carbohydrates, proteins and fats or lipids.  In groups, learners to discuss the healthy eating habits that should be practiced to prevent carbohydrates deficiency, kwashiorkor and marasmus. | Which foods are rich in carbohydrates?  What are the signs and symptoms of kwashiorkor? | Realia  Charts  Photographs  Pictures  Digital devices  Computing devices  ***Mentor; Health Education Learner’s Book Grade 7 pg. 16-18*** | * Oral questions Oral Report Observation |  |
|  | **2** | Health and Nutrition | ***Micro-nutrients; Vitamins, Minerals*** | By the end of the lesson, the learner should be able to:   1. Identify foods rich in vitamins, and minerals. 2. State the measures that should be taken to prevent vitamin and mineral deficiencies and disorders. 3. State the functions of minerals in the body. 4. Appreciate the importance of vitamins and minerals in our body. | In pairs, learners are guided to identify foods rich in vitamins, and minerals  In groups, learners are guided to state the measures that should be taken to prevent vitamin and mineral deficiencies and disorders.  In groups, learners are guided to state the functions of minerals in the body | What types of vitamins do you know?  Which minerals are found in milk?  What are the functions of minerals in the body? | * Realia * Charts * Photographs * Pictures * Digital devices * Computing devices   ***Mentor; Health Education Learner’s Book Grade 7 pg. 18-22*** | * Oral questions * Oral Report Observation |  |
| **5** | **1** | Health and Nutrition | ***Role of water and dietary fibre in promoting health*** | By the end of the lesson, the learner should be able to:   1. Identify the role of water and fibre in promoting health. 2. Name the grains, fruits and vegetables in their locality that are rich in fibre. 3. Discuss the nutritional disorder that occurs as a result of lack of water and fibre in the diet. 4. Appreciate the importance of water and fibre in the body. | Learners are guided to identify the role of water and fibre in promoting health.  In groups, learners are guided to name the grains, fruits and vegetables in their locality that are rich in fibre.  In groups, learners to discuss the nutritional disorder that occurs as a result of lack of water and fibre in the diet. | What is the role of water in promoting health?  Why is it important to include foods rich in fibre in our diet? | * Realia * Photographs * Pictures * Digital devices * Computing devices   ***Mentor; Health Education Learner’s Book Grade 7 pg. 22-24*** | * Oral questions * Oral Report Observation |  |
|  | **2** | Health and Nutrition | ***Caring for plants and animals as sources of nutrients*** | By the end of the lesson, the learner should be able to:   1. Explain the different activities they can engage in to care for plants and animals. 2. Discuss the activities that enables us to care for plants and animals. 3. Appreciate the importance of caring for plants and animals as sources of nutrients. | Learners are guided to explain the different activities they can engage in to care for plants and animals.  In groups, learners to discuss the activities that enables us to care for plants and animals. | How do you care for plants and animals? | * Pictures * Digital devices * Computing devices   ***Mentor; Health Education Learner’s Book Grade 7 pg. 24-25*** | * Oral questions * Oral Report Observation |  |
| **6** | **1** | Human Body Systems | ***Digestive system; Parts and functions of the human digestive system.*** | By the end of the lesson, the learner should be able to:   1. Identify the parts of the human digestive system. 2. State the functions of parts of the human digestive system. 3. Draw a diagram showing parts of the human digestive systems. 4. Appreciate the functions of parts of the human digestive system. | In parts, learners are guided to identify the parts of the human digestive system  In pairs, learners are guided to state the functions of parts of the human digestive system.  In pairs, learners are guided to draw a diagram showing parts of the human digestive systems | What are the functions of the stomach?  What happens to food in the small intestine? | Pictures  Digital devices  Computing devices  ***Mentor; Health Education Learner’s Book Grade 7 pg. 26-28*** | * Oral questions * Oral Report Observation |  |
|  | **2** | Human Body Systems | ***Common conditions and diseases affecting the human digestive systems*** | By the end of the lesson, the learner should be able to:   1. Name common conditions and diseases affecting the human digestive system. 2. Identify causes of constipation and roundworms in the body. 3. Discuss different ways of preventing constipation and roundworms. 4. Ensure deworming after every six months or twice a year. | In pairs, learners to name common conditions and diseases affecting the human digestive system.  In groups, learners are guided to identify causes of constipation and roundworms in the body  In groups, learners are guided to discuss different ways of preventing constipation and roundworms. | What is constipation?  How do roundworms get into the body? | * Pictures * Digital devices * Computing devices   ***Mentor; Health Education Learner’s Book Grade 7 pg. 29-31*** | * Oral questions * Oral Report Observation |  |
| **7** | **1** | Human Body Systems | ***Common conditions and diseases affecting the human digestive systems*** | By the end of the lesson, the learner should be able to:   1. Explain the meaning of ulcers and acid reflux. 2. Identify the causes of ulcers and acid reflux. 3. Discuss different ways of preventing ulcers and acid reflux. 4. Appreciate the different ways of preventing ulcers. | In groups, learners to explain the meaning of ulcers and acid reflux.  In groups, learners are guided to identify the causes of ulcers and acid reflux.  In groups, learners to discuss different ways of preventing ulcers and acid reflux. | What are ulcers?  Have you ever experienced an acid reflux?  What did you do to stop an acid reflux? | * Pictures * Digital devices * Computing devices   ***Mentor; Health Education Learner’s Book Grade 7 pg. 31-32*** | * Oral questions * Oral Report Observation |  |
|  | **2** | Human Body Systems | ***Preventive measures for a healthy digestive system*** | By the end of the lesson, the learner should be able to:   1. Identify preventive measures for a healthy digestive system. 2. Make a summary on measures that one can adopt to promote a healthy digestive system. 3. Create posters on measures that promote a healthy digestive system. 4. Appreciate the preventive measures for a healthy digestive system. | Learners are guided to identify preventive measures for a healthy digestive system.  In groups, learners are guided to make a summary on measures that one can adopt to promote a healthy digestive system.  In groups, learners are guided to create posters on measures that promote a healthy digestive system. | What are the preventive measures for a healthy digestive system? | * Pictures * Digital devices * Computing devices   ***Mentor; Health Education Learner’s Book Grade 7 pg. 33*** | * Oral questions * Oral Report Observation |  |
| **8** | **1** | Human Body Systems | ***Excretory Systems;***  ***Excretory organs in the human body*** | By the end of the lesson, the learner should be able to:   1. Explain the meaning of an excretory System. 2. Draw and name the excretory organs 3. Identify the functions of the skin. 4. Appreciate the functions of the skin. | Learners are guided to explain the meaning of an excretory System.  In groups, learners are guided to draw and name the excretory organs.  In groups, learners are guided to Identify the functions of the skin. | What waste materials do the excretory organs remove from the body? | * Pictures * Digital devices * Computing devices   ***Mentor; Health Education Learner’s Book Grade 7 pg. 34-36*** | * Oral questions * Oral Report Observation |  |
|  | **2** | Human Body Systems | ***Common condition and diseases of the skin*** | By the end of the lesson, the learner should be able to:   1. Identify the conditions or diseases that affect the skin. 2. Identify the causes of fungal infections and allergic skin reactions. 3. State the causes, signs and symptoms of fungal infections and allergic skin reactions. 4. Share experiences about allergic skin conditions that have affected them or members of their family in the past. 5. Appreciate the preventive measure of fungal infections and allergic skin reactions. | Learners to identify the conditions or diseases that affect the skin.  In groups, learners are guided to identify the causes of fungal infections and allergic skin reactions.  In groups, learners to State the causes, signs and symptoms of fungal infections and allergic skin reactions.  In groups, learners are guided to share experiences about allergic skin conditions that have affected them or members of their family in the past. | What are the causes of fungal infection?  What are the signs and symptoms of th skin condition? | * Pictures * Digital devices * Computing devices   ***Mentor; Health Education Learner’s Book Grade 7 pg. 36-40*** | * Oral questions * Oral Report Observation |  |
| **9** | HALF TERM BREAK | | | | | | | | |
| **10** | **1** | Human Body Systems | ***Common condition and diseases of the skin*** | By the end of the lesson, the learner should be able to:   1. Identify the causes, signs and symptoms of boils and scabies. 2. Discuss the prevention of boils and scabies. 3. Appreciate the preventive measure of boils and scabies. | Learners are guided to identify the causes, signs and symptoms of boils and scabies.  In groups, learners are guided to discuss the prevention of boils and scabies. | What are the causes of boils and scabies?  What are the prevention of boils and scabies? | * Pictures * Digital devices * Computing devices   ***Mentor; Health Education Learner’s Book Grade 7 pg. 40-43*** | * Oral questions * Oral Report Observation |  |
|  | **2** | Human Body Systems | ***Importance of healthy skin*** | By the end of the lesson, the learner should be able to:   1. Identify the importance of a healthy skin. 2. Discuss the importance of observing the healthy practices. 3. Role play personal hygiene as a measure of preventing diseases and conditions of the skin. 4. Have a desire to a healthy skin. | Learners are guided to identify the importance of a healthy skin.  In groups, learners to discuss the importance of observing the healthy practices.  In groups, learners to role play personal hygiene as a measure of preventing diseases and conditions of the skin. | Why is it important to maintain a healthy skin? | * Pictures * Digital devices * Computing devices   ***Mentor; Health Education Learner’s Book Grade 7 pg. 43-44*** | * Oral questions * Oral Report Observation |  |
| **11** | **1** | Human Body Systems | ***Circulatory system*** | By the end of the lesson, the learner should be able to:   1. Explain the meaning of Circulatory system. 2. Discuss how the blood moves from one organ to another. 3. Draw the circulatory system. 4. Appreciate the importance of circulatory system. | In groups, learners are guided to explain the meaning of Circulatory system  In groups, learners are guided to discuss how the blood moves from one organ to another.  Learners are guided to draw the circulatory system. | Why do you think each side of the circulatory system has a different colour? | * Pictures * Digital devices * Computing devices   ***Mentor; Health Education Learner’s Book Grade 7 pg. 45-46*** | * Oral questions * Oral Report Observation |  |
|  | **2** | Human Body Systems | ***Circulatory system*** | By the end of the lesson, the learner should be able to:   1. Describe the functions of various parts of the circulatory system. 2. Draw the structure of the heart and colour it. 3. Appreciate the functions of the heart. | In groups, learners are guided to describe the functions of various parts of the circulatory system.  In groups, in pairs or individually, learners to draw the structure of the heart and colour it. | What are the functions of the heart? | * Pictures * Digital devices * Computing devices   .  ***Mentor; Health Education Learner’s Book Grade 7 pg. 46-47*** | * Oral questions * Oral Report Observation |  |
| **12** | **1** | Human Body Systems | ***Common conditions and diseases of the circulatory system*** | By the end of the lesson, the learner should be able to:   1. Identify the common conditions and diseases of the circulatory system. 2. Discuss the causes of hypertension, heart attack and stroke. 3. Discuss the signs and symptoms of hypertension, heart attack and stroke. 4. Have a desire to prevent conditions and diseases of the circulatory system. | Learners are guided to identify the common conditions and diseases of the circulatory system  In groups, learners to discuss the causes of hypertension, heart attack and stroke.  In groups, learners to discuss the signs and symptoms of hypertension, heart attack and stroke | What are the common conditions and diseases of the circulatory system?  What are the causes signs and symptoms of hypertension, heart attack and stroke? | * Pictures * Digital devices * Computing devices   ***Mentor; Health Education Learner’s Book Grade 7 pg. 48-51*** | * Oral questions * Oral Report Observation |  |
|  | **2** | Human Body Systems | ***Ways of preventing common conditions and diseases of circulatory system*** | By the end of the lesson, the learner should be able to:   1. Identify the ways of preventing common conditions and diseases of circulatory system. 2. Discuss the importance of a healthy circulatory system to our bodies. 3. Recite the poem, “My circulatory system” 4. Appreciate the importance of a healthy circulatory. | In pairs, learners are guided to identify the ways of preventing common conditions and diseases of circulatory system  In groups, learners to discuss the importance of a healthy circulatory system to our bodies.  In pairs, learners to recite the poem, “My circulatory system” | Why is it important to take care of our circulatory system? | * Pictures * Digital devices * Computing devices   ***Mentor; Health Education Learner’s Book Grade 7 pg. 46-47*** | * Oral questions * Oral Report Observation |  |
| **13** |  |  |  | **ASSESSEMENT** |  |  |  |  |  |