Grade 2 Environmental Activities

Terms 1, 2 and 3 - notes for 12 topics

IN EVERY TOPIC

- What you will learn and the key words.
- Short, clear notes with worked examples.
- Questions to try and a topic test, with the answers at the back.

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Strand 1.0 Social environment | Term 1

1.1 Our Home

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- differentiate between personal and common items used at home
- identify materials used for cleaning personal and common items at home
- clean personal and common items using locally available materials
- advocate for a clean home environment for self and others' well-being

KEY WORDS

personal, common, shared, toothbrush, comb, towel, utensils, sufuria, clean, waste.

1. Items we use at home

Items at home

At home we use many items: a toothbrush, comb, towel, cup, plate, spoon, sufuria, bucket, chair, mat, bed and blanket.

Each item has a use: we brush teeth with a toothbrush, cook in a sufuria, sit on a chair.

2. Personal items

Personal items

Personal items are used by one person only: toothbrush, comb, towel, handkerchief, underwear, shoes, a cup in some homes.

We do not share personal items because germs can spread from one person to another.

3. Common items

Common items

Common (shared) items are used by everyone in the family: plates, sufurias, spoons, the table, chairs, mats, buckets, the radio.

Shared items must be cleaned after use so they are ready for the next person.

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4. Sorting personal and common items

Sorting activity

Sort the pictures into two groups: personal (toothbrush, comb, towel, shoes, handkerchief) and common (plate, sufuria, table, mat, bucket).

Explain each choice: "A comb is personal because only one person should use it."

5. Drawing personal and common items

Practical: draw and display

Fold a paper in half. On one side draw and colour two personal items; on the other, two common items. Label them.

Display the drawings on the wall under "Personal" and "Common".

6. A song about personal items

Song (original, to a simple tune)

"My toothbrush, my comb, my towel too, these are mine, not for you! Plates and cups we share and clean, keep our home a happy scene!"

Matching game: match each item card with its use card (comb - hair, towel - drying, plate - eating).

7. Materials for cleaning

Cleaning materials

Water, soap, sponge or soft cloth, a loofah (dried plant sponge), ash or sand for scrubbing pots, a brush for shoes, a basin.

Some are bought (soap); some are local and free (ash, sand, loofah).

8. Improvising cleaning materials

Practical: improvised cleaners

Make a scrubber from a bunch of dry grass tied with string, a cloth from an old T-shirt, a sponge from a dried loofah. Test each one on a dusty desk.

9. Watching how to clean items

Demonstration (teacher, resource person or video)

Washing plates: scrape food into the bin, wash with soapy water, rinse with clean water, put on a rack to dry in the sun.

Washing a personal item (a handkerchief): soak, soap, rub, rinse, hang in the sun.

10. Washing personal items

Practical: washing (basin, water, soap)

Soak the item in a little water, rub soap on it, scrub gently, rinse in clean water and wring it out. Hang it to dry in the sun.

Use only a little water. Pour used water on plants, not on the path.

11. Washing utensils

Practical: utensils

Scrape, wash with soap and a sponge or cloth, rinse, and dry on a rack. Wash the cleanest items first (cups), then plates, then sufurias.

Handle glasses and knives carefully; an adult washes sharp knives.

12. Cleaning common items

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Practical: wiping and dusting

Dust chairs and tables with a dry cloth. Wipe sticky spots with a damp cloth. Shake mats outside and sweep under them.

In class: clean your desk and chair with your improvised cloth.

13. Handling waste safely

Safe waste

Sort waste: food scraps and peelings (go to a compost pit or for animals), paper (can be reused or burnt by an adult), plastics and tins (into a bin or bag for collection), broken glass (an adult wraps it).

Do not touch waste with bare hands if possible; wash hands with soap afterwards to avoid diseases.

14. A clean home is a healthy home

Clean and healthy

A clean home keeps away flies, cockroaches, rats and mosquitoes, which spread diseases. It is pleasant to live in and keeps the family healthy and happy.

Ways: wash utensils, sweep, clean the toilet, put rubbish in the right place, air beddings in the sun.

15. Telling others to keep clean

Advocating

We can remind others kindly: "Please put the wrapper in the bin." We can be good examples and make a cleaning poster or rota for the family.

Make a small poster: "A clean home is a healthy home!"

16. Our home review

Review

Personal items (one person) and common items (shared). Cleaning materials: water, soap, sponge, cloth, ash, loofah. Clean items, sort waste safely, wash hands.

A clean home keeps us healthy.

TRY THESE

1. Name three items used at home.
2. What is a sufuria used for?
3. What is a personal item?
4. Name two personal items.
5. What is a common item?
6. Name two common items.
7. Sort: toothbrush, plate.
8. Sort: towel, mat.
9. What did you draw on the personal side?
10. What did you draw on the common side?
11. Sing the song.
12. Match "towel" with its use.
13. Name three cleaning materials.
14. What can we use to scrub a sooty sufuria?
15. What did you make?
16. What material did you use?
17. What do we do first with dirty plates?
18. What comes after washing?
19. Wash your item step by step.
20. Why use a little water?
21. Wash a cup and a plate.
22. Which do we wash first: cups or sufurias?
23. Clean your desk.
24. How do we clean a mat?
25. Where do food peelings go?
26. Who handles broken glass?

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27. Why keep our home clean?
28. Name a pest found in dirty homes.
29. How can you remind someone kindly?
30. What is a cleaning rota?
31. Is a comb personal or common?
32. Name two cleaning materials.

TOPIC TEST

T1. Name an item used in the kitchen and one used in the bathroom.
T2. List your own personal items.
T3. Name common items at school.
T4. Add two more items to each group.
T5. Explain your drawing to a partner.
T6. Add a line to the song.
T7. Say which material you would use for a plate and for a shoe.
T8. Make a scrubber at home with an adult.
T9. Explain the steps to a partner.
T10. Wash your own socks at home with an adult.
T11. Help wash the dishes at home this week.
T12. Clean a common item at home and report back.
T13. Make a sign for the class bins.
T14. Say one new thing you will do to keep home clean.
T15. Make a cleaning rota for your family.
T16. Teach a younger child about personal items.

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1.2 Family Needs and Wants

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- mention differences between family needs and wants
- identify places within the locality where family needs are met
- classify family needs and wants for financial literacy awareness
- prioritise family needs over family wants

KEY WORDS

need, want, food, shelter, clothes, school, hospital, shop, meal, snack.

1. Needs and wants

Needs and wants

Needs are things we must have to live well: food, water, clothes, shelter (a house), health care and education.
Wants are things that are nice to have but we can live without: toys, sweets, a new phone, soda, a bicycle.



need: food | need: water | need: clothes | need: shelter | want: toys | want: sweets

Needs come first; wants are nice to have

2. Drawing family wants

Practical: wants

Draw and colour two things families may want, such as a radio, a new chair, a bicycle or a holiday trip.
Talk: wants are nice, but families buy needs first.

3. Places where needs are met

Places in our area

Food: shops, markets, farms. Water: taps, wells, boreholes, rivers. Health: clinics and hospitals. Education: schools.
Clothes: shops, markets, tailors. Shelter: built by builders and carpenters.
Match picture cards of needs to places.

4. Sorting needs and wants

Sorting activity

Goods are things we buy (food, clothes, sweets). Services are things people do for us (a doctor treating us, a teacher teaching, a matatu carrying us).
Sort into needs (maize flour, school, clinic visit, soap, water) and wants (sweets, soda, toy car, video game).

5. Needs come first

Choosing wisely

Story: Mama Halima had a small amount of money. Her children wanted a ball, but they had no flour for supper. She bought flour, beans and soap first. Next month, after saving, she bought the ball.
Needs come first. Wants can wait until there is money to spare. Saving helps.

6. Meals and snacks

Meals and snacks

Meals are the main times we eat: breakfast, lunch and supper (ugali and sukuma, rice and beans, porridge). Snacks are small foods between meals (a mandazi, fruit, groundnuts).
Food in meals is a need; many sweet snacks are wants. Keep a one-week record of meals (draw or tick).

7. Needs and wants game

Game: pick and sort

Each learner picks a card, names the item and puts it in the "Needs" or "Wants" box, explaining why.
The class says "Agree!" or helps if the choice is wrong.

8. Meeting family needs

Review

Families meet needs by working and earning money, farming, buying needs first, saving, and helping one another.
Children help by not wasting food or water and taking care of things.
Needs: food, water, clothes, shelter, health care, education. Wants: things nice to have.

TRY THESE

1. Is water a need or a want?
2. Is a toy a need or a want?
3. What did you draw?
4. Is it a need or a want?
5. Where do we go when sick?
6. Where can we get food?
7. Sort: maize flour, sweets.
8. Is a visit to the clinic when sick a need or a want?
9. What did Mama Halima buy first?
10. Why?
11. Name the three meals of the day.
12. Is a mandazi a meal or a snack?
13. Pick a card and sort it.
14. Explain your choice.
15. How can we meet our family needs?
16. How can children help?

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