Grade 3 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 Living Environment

WHAT YOU WILL LEARN

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

- identify locally available things used as bedding
- carry out hygiene practices in sleeping areas for a healthy environment
- advocate for the importance of observing hygiene in sleeping areas

KEY WORDS

bedding, mattress, blanket, bedsheet, pillow, mat, air, sun, hygiene, tidy.

1. Where we sleep

Sleeping areas

People sleep in a bedroom, on a bed, on a mat on the floor, in a dormitory at a boarding school, or in a sitting room. Sleep helps our bodies rest and grow. A clean sleeping area helps us sleep well and stay healthy.

2. Things used as bedding

Bedding

Bedding is what we sleep on and cover ourselves with: a mattress, a mat, bedsheets, blankets, a pillow and a pillowcase.

The mattress or mat is soft to lie on; the bedsheet covers it; the blanket keeps us warm; the pillow holds up our head.

3. Locally available bedding

Local bedding

Many things for sleeping are made from materials found near us: mats woven from sisal, papyrus, reeds or palm leaves; animal skins; mattresses filled with cotton or grass; sacks; blankets of wool.

Local bedding is cheap and easy to get. It must still be kept clean and dry.

4. Bedding at home and at school

Sorting bedding

We sleep ON: a mattress, a mat, an animal skin. We cover WITH: a bedsheet, a blanket, a bedcover. We rest our head on: a pillow.

Boarding schools and hospitals also have bedding, cleaned often because many people use it.

5. Why we keep sleeping areas clean

Clean sleeping areas

A dirty sleeping area can have dust, bad smells, bedbugs, fleas, lice and mosquitoes. These cause itching, poor sleep and sickness.

Hygiene means keeping ourselves and our things clean. A clean sleeping area helps us sleep well and stay healthy.

6. Making the bed

Making the bed

Steps: shake out the bedsheet, spread it flat, tuck in the edges, fold or spread the blanket, put the pillow at the top. A mat is rolled or folded and kept in its place.

Making our own bed every day is part of being responsible and honest about our duties.

7. Cleaning and organising sleeping areas

A tidy sleeping area

Sweep under and around the bed, remove rubbish, keep shoes and clothes in their place, open windows to let in fresh air and light.

Do not eat in bed: crumbs bring ants and cockroaches.

8. Caring for bedding

Caring for bedding

Wash bedsheets and pillowcases often, for example every week. Air blankets and mattresses in the sun: sunlight dries them and kills germs.

Shake out mats, keep bedding dry and mend torn sheets.

9. Bedwetting happens

Bedwetting

Bedwetting is passing urine while asleep. Reasons: deep sleep, drinking a lot before bed, a body that is still growing, fear or worry, or sickness.

It is common and usually stops as the child grows. We never laugh at, tease or punish a child who wets the bed. A child who is worried tells a trusted adult.

10. Hygiene after bedwetting

What to do

Take a bath, put on clean clothes, tell an adult, wash the wet bedding and dry the mattress or mat in the sun. A plastic sheet under the bedsheet keeps the mattress dry.

Helpful habits: go to the toilet before sleeping, do not drink a lot just before bed.

11. Finding out more safely with a device

Using devices safely

Use a device only with a teacher or parent. Watch only the video the adult chooses. Sit upright, keep the screen at arm's length and take breaks.

If something on the screen worries you, stop and tell the adult. Share what you learnt with a classmate.

12. Our living environment review

Review

Bedding: mattress, mat, bedsheet, blanket, pillow; many are made from local materials. Care: make the bed daily, sweep, air bedding in the sun, wash sheets, never eat in bed.

Bedwetting is common; we are kind and keep clean. Groups make a poster: "Keep your sleeping area clean."

TRY THESE

1. Name two places where people sleep.
2. Why do we need sleep?
3. What is bedding?
4. Which bedding keeps us warm?
5. Name one material used to weave a sleeping mat.
6. What can be used to fill a mattress?
7. Do we sleep on or cover with a blanket?
8. Do we sleep on or cover with a mat?

9. Name two pests found in dirty bedding.
10. What does hygiene mean?
11. What do we do first when making a bed?
12. Where does the pillow go?
13. Why do we open windows in the sleeping room?
14. Why should we not eat in bed?
15. Why do we put a mattress in the sun?
16. How often should bedsheets be washed?
17. What is bedwetting?
18. Give one reason why a child may wet the bed.
19. What should the child do first?
20. What is done with the wet mattress?
21. Who should be with you when you use a device?
22. What do you do if you see something that worries you?
23. Name two items of bedding.
24. Name two ways to keep the sleeping area clean.

TOPIC TEST

T1. Draw your sleeping area.
T2. Write the names of four items of bedding.
T3. Ask a grandparent what they slept on as a child.
T4. Draw a bed and label four items of bedding.
T5. Say one thing you will do to keep your sleeping area clean.
T6. Teach a younger child at home how to make a bed.
T7. Make a tidy-up checklist for your sleeping area.
T8. Help an adult air the bedding at home.
T9. Say one kind thing you could say to a friend who wet the bed.
T10. Draw the steps in order.
T11. Tell your family one thing you learnt.
T12. Tell your family why we air bedding in the sun.

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Strand 1.0 Social environment | Term 1

1.2 Family Needs

WHAT YOU WILL LEARN

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

- describe how people express feelings in real-life
- describe ways in which emotional needs are met in real-life situations
- label emotions expressed by self and others

KEY WORDS

feelings, emotions, happy, sad, angry, afraid, surprised, love, comfort, care.

1. What are feelings?

Feelings

Feelings (emotions) are what we feel inside: happy, sad, angry, afraid, surprised, excited, worried, proud.
Everyone has feelings. All feelings are normal; what matters is how we show them.

2. How we show feelings

Showing feelings

Face: smiling, frowning, crying. Body: jumping, hugging, stamping feet, hiding. Words: "I am happy", "I am scared".
Sounds: laughing, shouting.
People show the same feeling in different ways.

3. Naming feelings in pictures

Matching feelings

A child holding a new ball and smiling: happy. A child who has dropped food and is crying: sad. A child hiding from a dog: afraid. A child given a surprise gift: surprised.
Look at the face and what is happening to find the feeling.



Faces that show feelings

4. My own feelings

I feel ...

We can say our feelings: "I feel happy when I play with my friends." "I feel sad when my friend is away." "I feel afraid in the dark."
Saying how we feel helps others understand and help us.

5. Our emotional needs

Emotional needs

Emotional needs are needs of the heart: love, care, comfort, praise, being listened to, feeling safe and belonging to a family.

Families meet these needs by hugging, listening, praising, playing together and keeping children safe.

6. Meeting emotional needs in real life

Meeting needs

A sad child is comforted with a hug or kind words. A child who does well is praised. A child who is afraid is kept safe. A new pupil is welcomed and included in play.

At school, teachers and friends also meet our emotional needs.

7. Asking for help

Getting help

When a feeling is too big, we ask for help. Trusted adults: a parent or carer, a teacher, a grandparent, a religious leader.

If someone hurts us or makes us feel unsafe, we tell a trusted adult. If the first adult does not listen, tell another one.

Childline Kenya: call 116, free.

8. Comforting others

Being kind

Kind words: "Are you all right?", "Can I help you?", "Come and play with us." Kind actions: sharing, helping someone up, sitting with a sad friend, calling a teacher.

When we care for others we show love, and others learn to care too.

9. Why meeting emotional needs matters

Growing good character

Children who are loved, listened to and praised feel confident, kind and safe. They learn to love and care for others.

Groups draw and colour a poster: "Ways we show feelings" and "Ways we care for each other".

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10. Family needs review

Review

Feelings: happy, sad, angry, afraid, surprised. We show them with our face, body and words. Emotional needs: love, care, comfort, praise, safety.

We meet them by hugging, listening, praising and including others; we ask a trusted adult for help.

TRY THESE

1. What are emotions?
2. Name three feelings.
3. How does a happy person look?
4. How might a sad person show it?
5. A child hides from a barking dog. How does the child feel?
6. A child's toy is broken. How might the child feel?
7. Finish: I feel happy when ...
8. Finish: I feel afraid when ...
9. What are emotional needs?

10. Name two emotional needs.
11. How did Wanjiru's mother meet her need?
12. How can we meet the need of a new pupil?
13. Name one trusted adult at school.
14. When should we ask for help?
15. What can you say to a friend who is crying?
16. What can you do for a friend who fell down?
17. How does a loved child feel?
18. What does a child learn when others care for them?
19. Name three feelings.
20. How do we show we are happy?

TOPIC TEST

T1. Say how you feel today and why.
T2. Act out a feeling for the class to guess.
T3. Draw a face for a feeling and label it.
T4. Keep a feelings drawing diary for three days.
T5. Say one way someone at home made you feel loved.
T6. Role-play comforting a friend who lost a pencil.
T7. Draw your helping hand and share it at home.
T8. Do one kind act at home and tell the class.
T9. Add a caption to your poster.
T10. Tell a story about a time someone made you feel better.

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