**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 DATE: …………………. TIME:………………….

**SUBJECT:** COMMUNITY HEALTH II **UNIT**: HUMAN NUTRITION. **TOPIC:**  NUTRITION

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, define nutrition, explain and outline various food groups

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| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background informatios,*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | Aggleton, F., Dennison, C & Warwick, I. (2010)2. Promoting health and wellbeing through schools, (1st edition). Routledge Publishers. London UK | *5 min* | *Done* |
| Schema  Construction | *Definition of nutrition*  *Introduction to food groups*  *food groups* | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Amadan, R. (2010). Planning in Health Promotion Work: An Empowerment Model, London, Routledge. Green, J. & Tones, K. (2010). | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Wood. C. H. (2008). Continuing Education for Health Workers Planning District Programmes. Amref, Nairobi. Kenya | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

Course coordination:…………………………………………………………………………. Signature:…………………………………………… Date……………………..

Head of department: ………………………………………………………………………… Signature:…………………………………………… Date…………………….

**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 DATE: …………………. TIME:………………….

**SUBJECT:** COMMUNITY HEALTH II **UNIT**: HUMAN NUTRITION. **TOPIC:**  NUTRITION DISORDERS

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, diagnose common nutrition disorders and their correct management

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| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background information*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | Aggleton, F., Dennison, C & Warwick, I. (2010)2. Promoting health and wellbeing through schools, (1st edition). Routledge Publishers. London UK | *5 min* | *Done* |
| Schema  Construction | *Introduction to nutrition disorders*  *Common nutrition disorders*  *Prevention and control* | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Amadan, R. (2010). Planning in Health Promotion Work: An Empowerment Model, London, Routledge. Green, J. & Tones, K. (2010). | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Wood. C. H. (2008). Continuing Education for Health Workers Planning District Programmes. Amref, Nairobi. Kenya | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

Course coordination:…………………………………………………………………………. Signature:…………………………………………… Date……………………..

Head of department: ………………………………………………………………………… Signature:…………………………………………… Date…………………….

**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 DATE: …………………. TIME:………………….

**SUBJECT:** COMMUNITY HEALTH II **UNIT**: HUMAN NUTRITION. **TOPIC:** DIET FOR SPECIAL GROUPS

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, advise and understand the need of a particular diet for specific special group of pweople

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| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background information*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | Aggleton, F., Dennison, C & Warwick, I. (2010)2. Promoting health and wellbeing through schools, (1st edition). Routledge Publishers. London UK | *5 min* | *Done* |
| Schema  Construction | *Classification of special groups of population*  *Types of diet for special groups* | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Amadan, R. (2010). Planning in Health Promotion Work: An Empowerment Model, London, Routledge. Green, J. & Tones, K. (2010). | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Wood. C. H. (2008). Continuing Education for Health Workers Planning District Programmes. Amref, Nairobi. Kenya | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

Course coordination:…………………………………………………………………………. Signature:…………………………………………… Date……………………..

Head of department: ………………………………………………………………………… Signature:…………………………………………… Date…………………….

**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 DATE: …………………. TIME:………………….

**SUBJECT:** COMMUNITY HEALTH II **UNIT**: INTRODUCTION TO ENVIRONMENTAL HEALTH. **TOPIC:**

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to,

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| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background information*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | Aggleton, F., Dennison, C & Warwick, I. (2010)2. Promoting health and wellbeing through schools, (1st edition). Routledge Publishers. London UK | *5 min* | *Done* |
| Schema  Construction |  | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Amadan, R. (2010). Planning in Health Promotion Work: An Empowerment Model, London, Routledge. Green, J. & Tones, K. (2010). | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Wood. C. H. (2008). Continuing Education for Health Workers Planning District Programmes. Amref, Nairobi. Kenya | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

Course coordination:…………………………………………………………………………. Signature:…………………………………………… Date……………………..

Head of department: ………………………………………………………………………… Signature:…………………………………………… Date…………………….

**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 DATE: …………………. TIME:………………….

**SUBJECT:** COMMUNITY HEALTH II **UNIT**: INTRODUCTION TO ENVIRONMENTAL HEALTH. **TOPIC:**  INTRODUCTION TO ENVIRONMENTAL HEALTH

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, establish, define and identify environmental health,

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| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background information*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | Aggleton, F., Dennison, C & Warwick, I. (2010)2. Promoting health and wellbeing through schools, (1st edition). Routledge Publishers. London UK | *5 min* | *Done* |
| Schema  Construction | *Definition*  *Types of environment*  *Factors influencing the environment* | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Amadan, R. (2010). Planning in Health Promotion Work: An Empowerment Model, London, Routledge. Green, J. & Tones, K. (2010). | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Wood. C. H. (2008). Continuing Education for Health Workers Planning District Programmes. Amref, Nairobi. Kenya | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

Course coordination:…………………………………………………………………………. Signature:…………………………………………… Date……………………..

Head of department: ………………………………………………………………………… Signature:…………………………………………… Date…………………….

**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 DATE: …………………. TIME:………………….

**SUBJECT:** COMMUNITY HEALTH II **UNIT**: INTRODUCTION TO ENVIRONMENTAL HEALTH. **TOPIC:**  PEST AND RODENT CONTROL

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, know types of pest and rodents affecting environment, and how to control them

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| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background information*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | Aggleton, F., Dennison, C & Warwick, I. (2010)2. Promoting health and wellbeing through schools, (1st edition). Routledge Publishers. London UK | *5 min* | *Done* |
| Schema  Construction | *Classification of pests and rodents*  *Pest and rodent control*  *Pollution ,sources and control* | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Amadan, R. (2010). Planning in Health Promotion Work: An Empowerment Model, London, Routledge. Green, J. & Tones, K. (2010). | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Wood. C. H. (2008). Continuing Education for Health Workers Planning District Programmes. Amref, Nairobi. Kenya | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

Course coordination:…………………………………………………………………………. Signature:…………………………………………… Date……………………..

Head of department: ………………………………………………………………………… Signature:…………………………………………… Date…………………….

**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 DATE: …………………. TIME:………………….

**SUBJECT:** COMMUNITY HEALTH II **UNIT**: WASTE MANAGEMENT AND HOUSING **TOPIC:**  INTRODUCTION TO WASTE MANAGEMENT

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, discuss types of waste, sources, and disposal methods

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| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background information*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | Aggleton, F., Dennison, C & Warwick, I. (2010)2. Promoting health and wellbeing through schools, (1st edition). Routledge Publishers. London UK | *5 min* | *Done* |
| Schema  Construction | *Definition, types of waste, disposal methods*  *Sewage treatment* | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Amadan, R. (2010). Planning in Health Promotion Work: An Empowerment Model, London, Routledge. Green, J. & Tones, K. (2010). | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Wood. C. H. (2008). Continuing Education for Health Workers Planning District Programmes. Amref, Nairobi. Kenya | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

Course coordination:…………………………………………………………………………. Signature:…………………………………………… Date……………………..

Head of department: ………………………………………………………………………… Signature:…………………………………………… Date…………………….

**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 DATE: …………………. TIME:………………….

**SUBJECT:** COMMUNITY HEALTH II **UNIT**: WASTE MANAGEMENT AND HOUSING **TOPIC:**  HOUSING

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, discuss types of housing, understand definition and house pattern in community

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| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background information*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | Aggleton, F., Dennison, C & Warwick, I. (2010)2. Promoting health and wellbeing through schools, (1st edition). Routledge Publishers. London UK | *5 min* | *Done* |
| Schema  Construction | *Definition of housing*  *Types of housing*  *House pattern in community*  *Characteristics of good house* | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Amadan, R. (2010). Planning in Health Promotion Work: An Empowerment Model, London, Routledge. Green, J. & Tones, K. (2010). | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Wood. C. H. (2008). Continuing Education for Health Workers Planning District Programmes. Amref, Nairobi. Kenya | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

Course coordination:…………………………………………………………………………. Signature:…………………………………………… Date……………………..

Head of department: ………………………………………………………………………… Signature:…………………………………………… Date…………………….

**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 DATE: …………………. TIME:………………….

**SUBJECT:** COMMUNITY HEALTH II **UNIT**: WASTE MANAGEMENT AND HOUSING **TOPIC:**  CHARACTERESTIC OF GOOD HOUSING

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, discuss types of housing, understand definition and house pattern in community

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| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background information*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | Aggleton, F., Dennison, C & Warwick, I. (2010)2. Promoting health and wellbeing through schools, (1st edition). Routledge Publishers. London UK | *5 min* | *Done* |
| Schema  Construction | *Characteristics of good house*  *Disease associated with housing* | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Amadan, R. (2010). Planning in Health Promotion Work: An Empowerment Model, London, Routledge. Green, J. & Tones, K. (2010). | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Wood. C. H. (2008). Continuing Education for Health Workers Planning District Programmes. Amref, Nairobi. Kenya | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

Course coordination:…………………………………………………………………………. Signature:…………………………………………… Date……………………..

Head of department: ………………………………………………………………………… Signature:…………………………………………… Date…………………….

**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 DATE: …………………. TIME:………………….

**SUBJECT:** COMMUNITY HEALTH II **UNIT**: WATER SUPPLY AND FOOD HYGIENE **TOPIC:** INTRODUCTION

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, understand and describe chain of water supply, sources, protection, treatment, storage, water borne diseases, food

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| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background information*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | Aggleton, F., Dennison, C & Warwick, I. (2010)2. Promoting health and wellbeing through schools, (1st edition). Routledge Publishers. London UK | *5 min* | *Done* |
| Schema  Construction | *Definition of water supply and food*  *Sources of water in community* | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Amadan, R. (2010). Planning in Health Promotion Work: An Empowerment Model, London, Routledge. Green, J. & Tones, K. (2010). | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Wood. C. H. (2008). Continuing Education for Health Workers Planning District Programmes. Amref, Nairobi. Kenya | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

Course coordination:…………………………………………………………………………. Signature:…………………………………………… Date……………………..

Head of department: ………………………………………………………………………… Signature:…………………………………………… Date…………………….

**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 DATE: …………………. TIME:………………….

**SUBJECT:** COMMUNITY HEALTH II **UNIT**: WATER SUPPLY AND FOOD HYGIENE **TOPIC:** PROTECTION OF WATER AND FOOD

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, understand and describe chain of water supply, sources, protection, treatment, storage, water borne diseases, food

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background information*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | Aggleton, F., Dennison, C & Warwick, I. (2010)2. Promoting health and wellbeing through schools, (1st edition). Routledge Publishers. London UK | *5 min* | *Done* |
| Schema  Construction | *Definition*  *Methods of water and food protections*  *sampling* | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Amadan, R. (2010). Planning in Health Promotion Work: An Empowerment Model, London, Routledge. Green, J. & Tones, K. (2010). | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Wood. C. H. (2008). Continuing Education for Health Workers Planning District Programmes. Amref, Nairobi. Kenya | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

Course coordination:…………………………………………………………………………. Signature:…………………………………………… Date……………………..

Head of department: ………………………………………………………………………… Signature:…………………………………………… Date…………………….

**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 DATE: …………………. TIME:………………….

**SUBJECT:** COMMUNITY HEALTH II **UNIT**: WATER SUPPLY AND FOOD HYGIENE **TOPIC:** WATER TREATMENT

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, understand and describe chain of water supply, sources, protection, treatment, storage, water borne diseases, food

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| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background information*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | Aggleton, F., Dennison, C & Warwick, I. (2010)2. Promoting health and wellbeing through schools, (1st edition). Routledge Publishers. London UK | *5 min* | *Done* |
| Schema  Construction | *Definition*  *Process of water treatment*  *Methods of water treatment* | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Amadan, R. (2010). Planning in Health Promotion Work: An Empowerment Model, London, Routledge. Green, J. & Tones, K. (2010). | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Wood. C. H. (2008). Continuing Education for Health Workers Planning District Programmes. Amref, Nairobi. Kenya | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

Course coordination:…………………………………………………………………………. Signature:…………………………………………… Date……………………..

Head of department: ………………………………………………………………………… Signature:…………………………………………… Date…………………….

**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 DATE: …………………. TIME:………………….

**SUBJECT:** COMMUNITY HEALTH II **UNIT**: WATER SUPPLY AND FOOD HYGIENE **TOPIC:** STORAGE OF WATER

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, understand and describe chain of water supply, sources, protection, treatment, storage, water borne diseases, food

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background information*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | Aggleton, F., Dennison, C & Warwick, I. (2010)2. Promoting health and wellbeing through schools, (1st edition). Routledge Publishers. London UK | *5 min* | *Done* |
| Schema  Construction | *Definition*  *Reasons for appropriate water storage*  *Methods of water storage* | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Amadan, R. (2010). Planning in Health Promotion Work: An Empowerment Model, London, Routledge. Green, J. & Tones, K. (2010). | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Wood. C. H. (2008). Continuing Education for Health Workers Planning District Programmes. Amref, Nairobi. Kenya | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

Course coordination:…………………………………………………………………………. Signature:…………………………………………… Date……………………..

Head of department: ………………………………………………………………………… Signature:…………………………………………… Date…………………….

**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 DATE: …………………. TIME:………………….

**SUBJECT:** COMMUNITY HEALTH II **UNIT**: WATER SUPPLY AND FOOD HYGIENE **TOPIC:** WATER BORNE DISEASES

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, understand and describe chain of water supply, sources, protection, treatment, storage, water borne diseases, food

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background information*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | Aggleton, F., Dennison, C & Warwick, I. (2010)2. Promoting health and wellbeing through schools, (1st edition). Routledge Publishers. London UK | *5 min* | *Done* |
| Schema  Construction | *Definition*  *Types of water borne diseases*  *Pathology of water borne diseases*  *Management* | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Amadan, R. (2010). Planning in Health Promotion Work: An Empowerment Model, London, Routledge. Green, J. & Tones, K. (2010). | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Wood. C. H. (2008). Continuing Education for Health Workers Planning District Programmes. Amref, Nairobi. Kenya | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

Course coordination:…………………………………………………………………………. Signature:…………………………………………… Date……………………..

Head of department: ………………………………………………………………………… Signature:…………………………………………… Date…………………….

**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: *March 2020* DATE: …………………. TIME:………………….

**SUBJECT:** COMMUNITY HEALTH II **UNIT**: WATER SUPPLY AND FOOD HYGIENE **TOPIC:** PUBLIC HEALTH ACT (CAP 242)

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, understand public health act (Cap 242)

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| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background information*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | Aggleton, F., Dennison, C & Warwick, I. (2010)2. Promoting health and wellbeing through schools, (1st edition). Routledge Publishers. London UK | *5 min* | *Done* |
| Schema  Construction | *Definition*  *Component of* public health act (Cap 242)  *Questions on* public health act (Cap 242) | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Amadan, R. (2010). Planning in Health Promotion Work: An Empowerment Model, London, Routledge. Green, J. & Tones, K. (2010). | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | Wood. C. H. (2008). Continuing Education for Health Workers Planning District Programmes. Amref, Nairobi. Kenya | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

Course coordination:…………………………………………………………………………. Signature:…………………………………………… Date……………………..

Head of department: ………………………………………………………………………… Signature:…………………………………………… Date…………………….