**THIRD TERM PHYSICAL AND HEALTH SCHEME OF WORK FOR PRIMARY FIVE (5)**

**WEEK 1: FOOD AND NUTRITION**

* **Sources of food Nutrient**
* **Nutritional deficiencies Diseases**

**WEEK 2: FOOD AND NUTRITION**

1. **Characteristics of nutrition deficient Person**
2. **Consequence of family Size on Nutrition**

**WEEK 3: MARTIAL ARTS:**

1. **History of judo**
2. **Importance of Judo**

**WEEK 4: MARTIAL ARTS:**

1. **Rules of Judo**
2. **Skills   of Judo**
3. **Demonstration**

**WEEK 5: SWIMMING STROKE:**

1. **Types of strokes**
2. **Back stroke**
3. **Butterfly stroke**

**WEEK 6: PATHOGENS: DISEASES AND PREVENTION**

* **Meaning of Sickness  and illness**

**WEEK 7: MEANING AND SIGNS AND SYMPTOMS OF DISEASES**

* **Sickness  and illness**

**WEEK 8: MEANING OF COMMUNICABLE AND NON-COMMUNICABLE DISEASES**

**WEEK 9: ISSUES AND CHALLENGES IN PHYSICAL AND HEALTH EDUCATION:**

* **Drugs use and  their consequences**
* **Drugs use and  their consequences**

**WEEK 10:  WAYS OF TAKING DRUGS**

**WEEK 11: ALCOHOL AND TOBACCO**

**WEEK 12: HEALTH**

1. **Consequence of drugs abuse on individual**
2. **Family**
3. **Society**

**WEEK 13: REVISION AND EXAMINATION**

**SUBJECT: PHYSICAL AND HEALTH EDUCATION**

**TERM: THIRD TERM**

**WEEK: WEEK 1**

**CLASS: PRIMARY 5**

**DURATION: 40 MINUTES**

**TOPIC: FOOD AND NUTRITION**

**UNITS:**

* **Sources of food Nutrient**
* **Nutritional Deficiency Diseases**

**PERFORMANCE OBJECTIVES**

**At the end of this discussion in this unit, children should be able to:**

1. **Mention sources of food nutrients.**
2. **Know about Nutrition deficiencies**
3. **LEARNING MATERIALS**

* **Whiteboard/Chalkboard**
* **Explanatory posters/pictures**
* **Fruits**
* **Palm oil**
* **Vegetable oil**
* **Vegetables**
* **Grains**

**REFERENCE MATERIALS**

* **Lagos State Scheme of Work.**
* **Online Materials.**
* **Physical and Health Education for Primary Schools**

**CONTENT**

**SOURCES OF NUTRIENTS**

**Nutrients are found in the variety of foods that we eat. We have six types of food from where we get all nutrients.**

**TYPES OF FOOD**

1. **Carbohydrates: Energy giving foods, made up of sugars or starches. Examples are yam, banana, cassava, maize, rice.**
2. **Protein: make us grow, strong and repair the body. Examples are Beans, fish, egg.**
3. **Fat: also gives us energy for work and play.it keeps us warm. Examples are Palm oil, Soy oil, Margarine, vegetable oil.**
4. **Vitamins: it protect us from diseases. Examples are fruits, corn.**
5. **Minerals: help to form strong bones and teeth. Examples are Milk, meat vegetables, fruits, grains, beans and starchy vegetables.**
6. **Water: it carries other nutrients to all parts of the body and helps to remove wastes from the body.**

**NUTRITIONAL DEFICIENCY DISEASES**

**Nutritional diseases are illness that happen as a result of inadequate, poor diet.**

**Inadequate and poor diet causes various diseases like:**

1. **KWASHIORKOR: it is cause by eating mostly carbohydrate food. The person lack  food that contains  protein, vitamin C, iodine and folic acid**
2. **RICKETS: it is the softening of bones in children due to deficiency in vitamin D, magnesium, calcium.**
3. **PELLAGRA: it is a vitamin deficiency disease caused by lack of niacin (Vitamin B3) in the diet. Not eating enough vegetables, sea foods, meat and egg can also cause PELLAGRA.**
4. **SCURVY: happens when there is deficiency of Vitamin C (fruits and vegetables).**
5. **BERIBERI: caused by thiamin (Vitamin B) and excessive intake of alcohol.**
6. **ANEMIA: it occurs when the red blood cells are unable to carry enough to the body cell. It is caused by lack of vegetables, eggs, liver and meat.**
7. **DIABETICS: it happens when the blood glucose level is higher than normal.it can be prevented by living a healthy life style.**

**PRESENTATION**

* **The Teacher revises the previous lesson.**
* **The Teacher introduces the topic.**
* **The Teacher explains the lessons.**
* **Teacher welcomes pupils questions**
* **Teacher evaluates the pupils**

**EVALUATIVE ACTIVITIES**

* **What is Balanced diet?**
* **List the six kinds of food from which we can select the foods we eat daily.**
* **What is a nutritional disease?**
* **List three deficiency diseases.**

**CONCLUSION: the teacher summarize the lesson.**

**WEEK: WEEK 2**

**CLASS: PRIMARY 5**

**DURATION: 40 MINUTES**

**TOPIC: FOOD AND NUTRITION II**

**PERFORMANCE OBJECTIVES**

**At the end of this discussion in this unit, children should be able to know:**

1. **the characteristics of deficiency in a person**
2. **The meaning of family size.**
3. **The consequences of large family size on the nutrition of family members.**

**LEARNING MATERIALS**

* **Whiteboard/Chalkboard**
* **Explanatory posters/pictures**
* **Fruits**
* **Palm oil**
* **Vegetable oil**
* **Vegetables**
* **Grains**

**REFERENCE MATERIALS**

* **Lagos State Scheme of Work.**
* **Online Materials.**
* **Physical and Health Education for Primary Schools**

**CONTENT**

**CHARACTERISTICS OF NUTRITION DEFICIENT PERSON**

**Some of the characteristics of deficiency are:**

1. **Fatigue**
2. **Poor night vision**
3. **Muscle pain and  weakness**
4. **Depression**
5. **Easy Bruising**
6. **Dry Hair**
7. **Tingly Feet and Wobbly Walking**
8. **Fragile Finger Nails**
9. **Frequent  Infection**
10. **Stretch Mark**
11. **Cracks in the corners of your mouth.**
12. **Ageing in children**

**CONSEQUENCE OF FAMILY SIZE ON NUTRITION**

**FAMILY SIZE: it is the number of people in a family and house.**

**Size of family can also affect nutrition.**

**The following are some of the consequences of large family size on Nutrition**

1. **Frequent visit to hospital for medication due to poor nutrition**
2. **Lack of enough food**
3. **Poor health**
4. **They are Victims of diseases like Kwashiorkor, anemia, scurvy.**
5. **Low child care**
6. **Exposure to dirty environment**
7. **Begging**
8. **Stunted growth**
9. **Lead to poverty**
10. **Starvation**

**PRESENTATION**

* **The Teacher revises the previous lesson.**
* **The Teacher introduces the topic.**
* **The Teacher explains the lessons.**
* **The teacher welcomes pupils questions**
* **The evaluates the pupils**

**EVALUATIVE ACTIVITIES**

* **What is Family size?**
* **Mention five characteristics of nutrition deficient person.**
* **Mention five consequence of family size on nutrition.**

**CONCLUSION: the teacher summarize the lesson.**

**WEEK: WEEK 3**

**CLASS: PRIMARY 5**

**DURATION: 40 MINUTES**

**TOPIC: MARTIAL ARTS – JUDO**

**PERFORMANCE OBJECTIVES**

**At the end of this discussion in this unit, children should be able to:**

1. **State the history  and development of judo in Nigeria**
2. **The importance of judo.**

**LEARNING MATERIALS**

* **Whiteboard/Chalkboard**
* **Explanatory posters/pictures**
* **Explanatory videos**

**REFERENCE MATERIALS**

* **Lagos State Scheme of Work.**
* **Online Materials.**
* **Physical and Health Education for Primary Schools**

**CONTENT**

**HISTORY OF JUDO IN NIGERIA**

**JUDO is a combat sport used for self – defense. The aim of judo is to make the opponent unable to continue fighting.**

**Judo was introduced to Nigeria in 1972 and in 1973. Nigeria participated in Judo event during the all Africa Games in Lagos. In 1993, the Nigeria Judo Federation was formed.**

**Judo is the Japanese model of modern wrestling. People who practiced judo sport are called JUDOKAS OR JUDOISTS.**

**IMPORTANCE OF JUDO**

1. **It develop mental alertness**
2. **It is a good physical fitness sport**
3. **It is use as entertainment**
4. **It provides employment**
5. **Money is been generated through the sport.**

**PRESENTATION**

* **The Teacher revises the previous lesson.**
* **The Teacher introduces the topic.**
* **The Teacher explains the lessons.**
* **The teacher welcomes pupils questions**
* **The teacher evaluates the pupils**

**EVALUATIVE ACTIVITIES**

* **History of judo in Nigeria**
* **Importance of Judo.**

**CONCLUSION: the teacher summarize the lesson.**

**WEEK: WEEK 4**

**CLASS: PRIMARY 5**

**DURATION: 40 MINUTES**

**TOPIC: MARTIAL ARTS II – JUDO**

**PERFORMANCE OBJECTIVES**

**At the end of this discussion in this unit, children should be able to know:**

1. **The rules of judo.**
2. **The skills in judo.**
3. **Demonstrate some skills in judo.**

**MATERIALS**

* **Whiteboard/Chalkboard**
* **Explanatory posters/pictures**
* **Explanatory videos**

**REFERENCE MATERIALS**

* **Lagos State Scheme of Work.**
* **Online Materials.**
* **Physical and Health Education for Primary Schools**

**CONTENT**

**RULES OF JUDO**

1. **Hit and kicks are not allowed**
2. **Fighters must wear special uniform such as jacket and judogi**
3. **Fighting pairs are categorized by weight**
4. **The language used in competition is Japanese**
5. **The competition is supervised  by mat referee and two judges**
6. **The fight last for 4 minutes for women and 5 minutes for men**

**SKILLS OF JUDO**

* **Throwing**
* **Grip**
* **Pulling**
* **pushing**
* **It is a good physical fitness sport**

**DEMONSTRATION OF JUDO**

**Teachers should lead children to demonstrate some judo performances.**

**PRESENTATION**

* **The Teacher revises the previous lesson.**
* **The Teacher introduces the topic.**
* **The Teacher explains the lessons.**
* **The teacher welcomes pupils questions**
* **The teacher evaluates the pupils**

**EVALUATIVE ACTIVITIES**

* **Mention three rules of judo.**
* **Mention three skills in judo.**

**CONCLUSION: the teacher summarize the lesson.**

**WEEK: WEEK 5**

**CLASS: PRIMARY 5**

**DURATION: 40 MINUTES**

**TOPIC: SWIMMING STROKE**

**PERFORMANCE OBJECTIVES**

**At the end of this discussion in this unit, children should be able to:**

1. **Know about different swimming stroke**
2. **Identify and describe the skills of free style and back stroke.**
3. **Perform the skills of free style and back strokes efficiently**

**LEARNING MATERIALS**

* **Whiteboard/Chalkboard**
* **Explanatory posters/pictures**
* **Explanatory videos**

**REFERENCE MATERIALS**

* **Lagos State Scheme of Work.**
* **Online Materials.**
* **Physical and Health Education for Primary Schools**

**CONTENT**

**TYPES OF SWIMMING STROKE**

**Swimming stroke is a method of moving the arms and legs to push against the water and move the swimmer frontward.**

**The following are different swimming stroke:**

1. **FREE STYLE OR FRONT CRAWL**
2. **BACK STROKE**
3. **BUTTERFLY**
4. **BREASTSTROKE**
5. **SIDESTROKE**

**BACK STROKE**

**Back stroke is a stroke done on the back in which arms stroke alternate with recovery out of water and with fast vertical kick with legs moving alternately in loose whipping motion. In backstroke, the back and face are on the water. The arm do the main job with legs helping to maintain balance in water.**

**The two major action involved are:**

* **Leg action**
* **Arm action**

**BUTTERFLY STROKE**

**One of the toughest swimming strokes to learn and master is the Butterfly stroke. The butterfly stroke is broke down into three main section:**

* **The Pull**
* **The Push**
* **The Recovery**

**PRESENTATION**

* **The Teacher revises the previous lesson.**
* **The Teacher introduces the topic.**
* **The Teacher explains the lessons.**

**EVALUATIVE ACTIVITIES**

* **Mention  different swimming stroke**
* **Identify and describe the skills of free style and back stroke.**

**CONCLUSION: the teacher summarize the lesson.**

**WEEK: WEEK 6**

**CLASS: PRIMARY 5**

**DURATION: 40 MINUTES**

**TOPIC: PATHOGENS: DISEASES AND PREVENTION**

**UNITS:**

1. **MEANING OF SICKNESS  AND ILLNESS**

**PERFORMANCE OBJECTIVES**

**At the end of this discussion in this unit, children should be able to know:**

1. **The meaning of Sickness.**
2. **The meaning of illness.**
3. **How to prevent diseases**
4. **LEARNING MATERIALS**

* **Whiteboard/Chalkboard**
* **Explanatory posters/pictures**
* **Explanatory videos**

**REFERENCE MATERIALS**

* **Lagos State Scheme of Work.**
* **Online Materials.**
* **Physical and Health Education for Primary Schools**

**CONTENT**

**MEANING OF SICKNESS AND ILLNESS**

**A DISEASE is an impairment of health or a condition of abnormal functioning.**

**PATHOGENS: Any disease-producing agent (especially a virus, bacterium or other microorganism)**

**MEANING OF SICKNESS**

* **It is a state when the body is not in a comfortable position**
* **It is the unsoundness of the body**
* **It is illness, disorder, disease.**
* **When one is emotionally disturbed**
* **One is physically disturbed.**

**When a person is sick, the person should see a doctor to check what is wrong with him or her. And the person should use drugs recommended by the doctor.**

**PREVENTION OF SICKNESS**

**To prevent sickness and diseases, we must ensure we eat the six classes of food (balanced diet). And we should maintain good hygiene.**

**MEANING OF ILLNESS**

**ILLNESS: It is the length of time of being unwell, as a result of diseases. If the disease(s) that cause illness is contagious, then such diseases can be caught, transmitted or transferred and passed on from one person to another.**

**PRESENTATION**

* **The Teacher revises the previous lesson.**
* **The Teacher introduces the topic.**
* **The Teacher explains the lessons.**

**EVALUATIVE ACTIVITIES**

* **What is meaning of Sickness?**
* **What is the meaning of illness?**
* **How can we prevent disease?**

**CONCLUSION: the teacher summarize the lesson.**

**WEEK: WEEK 7**

**CLASS: PRIMARY 5**

**DURATION: 40 MINUTES**

**TOPIC: MEANING OF SIGNS AND SYMPTOMS OF DISEASES**

**UNITS:**

1. **MEANING OF  SIGNS**
2. **MEANING OF SYMPTOMS**

**PERFORMANCE OBJECTIVES**

**At the end of this discussion in this unit, children should be able to know:**

1. **The meaning of Sickness.**
2. **The meaning of illness.**
3. **How to prevent diseases**

**LEARNING MATERIALS**

* **Whiteboard/Chalkboard**
* **Explanatory posters/pictures**
* **Explanatory videos**

**REFERENCE MATERIALS**

* **NERDC Basic Education Curriculum.**
* **Universal Basic Education  Curriculum (UBE)**
* **Lagos State Scheme of Work.**
* **Online Materials.**
* **Physical and Health Education for Primary Schools**

**CONTENT**

**MEANING OF SIGNS**

**The following are different meaning of signs:**

* **It is indication that something is happening.**
* **It is what a doctor can objectively detect.**
* **It is an event whose presence indicate the probable occurrence of something.**
* **It indication of some medical fact that may be detected by a physician during examination of a patient.**

**MEANING OF SYMPTOM**

**The following are different meaning of symptom:**

* **It is something that a patient notice or feel.**
* **It is the physical condition which shows that someone has a particular illness**
* **Change in the body or mind.**

**Like when a patient is feeling pain or dizzy. It shows early stages of fever or virus infection.**

**TYPES OF SYMPTOM**

1. **Chronic symptoms**
2. **Relapsing symptoms**
3. **Remitting symptom**

**PRESENTATION**

* **The Teacher revises the previous lesson.**
* **The Teacher introduces the topic.**
* **The Teacher explains the lessons.**

**EVALUATIVE ACTIVITIES**

* **What is meaning of Signs?**
* **What is the meaning of symptom?**

**CONCLUSION: the teacher summarize the lesson.**

**TERM: THIRD TERM**

**WEEK: WEEK 8**

**CLASS: PRIMARY 5**

**DURATION: 40 MINUTES**

**TOPIC: MEANING AND EXAMPLES OF COMMUNICABLE AND NON-COMMUNICABLE DISEASES**

**PERFORMANCE OBJECTIVES**

**At the end of this discussion in this unit, children should be able to know:**

1. **The meaning and examples of communicable diseases.**
2. **The meaning and examples of non-communicable diseases.**

**TEACHING AND LEARNING MATERIALS**

* **Whiteboard/Chalkboard**
* **Explanatory posters/pictures**
* **Explanatory videos**

**REFERENCE MATERIALS**

* **NERDC Basic Education Curriculum.**
* **Universal Basic Education  Curriculum (UBE)**
* **Lagos State Scheme of Work.**
* **Online Materials.**
* **Physical and Health Education for Primary Schools**

**CONTENT**

**MEANING AND EXAMPLES OF COMMUNICABLE DISEASES**

**Communicable diseases are diseases that can be spread from one person to another. It can be transmitted through direct or indirect contact. When a person becomes sick with a communicable disease. It means that germs have invaded his body. It is always a good practice to wash our hand always with soap and water to prevent germs because germs are afraid of soap and water.**

**Examples of germs are: fungi, virus, and bacteria.**

**EXAMPLES OF COMMUNICABLE DISEASES**

1. **Measles**
2. **Rabies**
3. **Ring worm**
4. **Leprosy**
5. **Cholera**
6. **Chicken pox**
7. **Tuberculosis**
8. **HIV/AIDS**
9. **STDS**
10. **Whooping cough**

**MEANING AND EXAMPLES OF NON COMMUNICABLE DISEASES**

**Non communicable diseases are diseases that you cannot transfer to another person. That is it cannot be gotten through body contact.**

**EXAMPLES OF COMMUNICABLE DISEASES**

1. **Cancer**
2. **Asthma**
3. **Malaria**
4. **Headache**
5. **Heart diseases**
6. **High blood pressure**
7. **Sickle cell anemia**
8. **Diabetes mellitus**

**PRESENTATION**

* **The Teacher revises the previous lesson.**
* **The Teacher introduces the topic.**
* **The Teacher explains the lessons.**

**EVALUATIVE ACTIVITIES**

* **What are communicable diseases?**
* **List three examples of communicable diseases.**
* **What is non communicable disease?**
* **List three examples of non-communicable diseases.**

**CONCLUSION: the teacher summarize the lesson.**

**WEEK: WEEK 9**

**CLASS: PRIMARY 5**

**DURATION: 40 MINUTES**

**TOPIC: ISSUES AND CHALLENGES IN PHYSICAL AND HEALTH EDUCATION**

**PERFORMANCE OBJECTIVES**

**At the end of this discussion in this unit, children should be able to know:**

1. **The meaning of drug.**
2. **The consequences of using drug.**

**LEARNING MATERIALS**

* **Whiteboard/Chalkboard**
* **Explanatory posters/pictures**
* **Explanatory videos**

**REFERENCE MATERIALS**

* **NERDC Basic Education Curriculum.**
* **Universal Basic Education  Curriculum (UBE)**
* **Lagos State Scheme of Work.**
* **Online Materials.**
* **Physical and Health Education for Primary Schools**

**CONTENT**

**MEANING OF DRUG USE**

**DRUGS are chemical or substances that changes the way our bodies work. Drug is used for medical purposes. When drug is swallowed, drugs are transported by blood to all part of the body.**

**DRUG USE is obtaining appropriate drug in suitable duration and dosage as prescribed by a doctor.it is also the use of drug to enhance recreational experience.**

**Example of drug that can be prescribed by a doctor are:**

* **Penicillin**
* **Paracetamol**
* **Panadol**
* **Nivaquine**
* **Phensic**
* **Antepar**
* **Coflin**
* **Amoxil**
* **Ampicillin**
* **Ampiclox**

**CONSEQUENCES OF USING DRUGS**

**Drug are used for the following reasons:**

1. **Treatment of injuries**
2. **Curing sicknesses and diseases**
3. **Control weight**
4. **For birth control**
5. **For relaxation**
6. **Revive  our energy**
7. **Aid digestion**
8. **Treatment for the shortage of blood.**

**PRESENTATION**

* **The Teacher revises the previous lesson.**
* **The Teacher introduces the topic.**
* **The Teacher explains the lessons.**

**EVALUATIVE ACTIVITIES**

* **What are communicable diseases?**
* **List three examples of communicable diseases.**
* **What is non communicable disease?**
* **List three examples of non-communicable diseases.**

**CONCLUSION: the teacher summarize the lesson.**

**WEEK: WEEK 10**

**CLASS: PRIMARY 5**

**DURATION: 40 MINUTES**

**TOPIC: WAYS OF TAKING DRUGS**

**PERFORMANCE OBJECTIVES**

**At the end of this discussion in this unit, children should be able to know:**

1. **The ways of taking of drug.**

**TEACHING AND LEARNING MATERIALS**

* **Whiteboard/Chalkboard**
* **Explanatory posters/pictures**
* **Explanatory videos**
* **Inhalers**
* **Eye drop**
* **Abonilki , Rob and Chinese balm**
* **Pack of paracetamol, Panadol, aspirin.**

**REFERENCE MATERIALS**

* **NERDC Basic Education Curriculum.**
* **Universal Basic Education  Curriculum (UBE)**
* **Lagos State Scheme of Work.**
* **Online Materials.**
* **Physical and Health Education for Primary Schools**

**CONTENT**

**WAYS OF TAKING DRUGS**

**Drugs can be taken in different ways such as:**

1. **Through the mouth**
2. **Through injection**
3. **Rubbing of creams and ointments on the body like rob, Chinese balm, aboniki**
4. **By Inhalation using inhalers**
5. **Through the eyes like eye drops.**

**PRESENTATION**

* **The Teacher revises the previous lesson.**
* **The Teacher introduces the topic.**
* **The Teacher explains the lessons.**

**EVALUATIVE ACTIVITIES**

* **Discuss the ways of taking drug.**

**CONCLUSION: the teacher summarize the lesson.**

**WEEK: WEEK 11**

**CLASS: PRIMARY 5**

**DURATION: 40 MINUTES**

**TOPIC: ALCOHOL AND TOBACCO**

**UNITS:**

1. **Meaning of Alcohol**
2. **Types of alcohol**
3. **Types of tobacco**
4. **Reasons why people drink and smoke**

**PERFORMANCE OBJECTIVES**

**At the end of the lesson,pupils should be able to:**

1. **Know The meaning of alcohol**
2. **Mention different types of alcoholic drink and tobacco**
3. **Identify the reasons why people smoke and drink**

**LEARNING MATERIALS**

* **Whiteboard/Chalkboard**
* **Explanatory posters/pictures**
* **Explanatory videos**
* **Inhalers**
* **Eye drop**
* **Abonilki , Rob and Chinese balm**
* **Pack of paracetamol, Panadol, aspirin.**

**REFERENCE MATERIALS**

* **Lagos State Scheme of Work**
* **Online Materials.**
* **Physical and Health Education for Primary Schools**

**CONTENT**

**ALCOHOL AND TOBACCO**

**Both tobacco and alcohol are defined as drugs but they are different and similar in some ways. They are similar because they are harmful to the body when abused and they make people to be addicted to it. While they are different is because a little alcohol can be good for the health of the heart of an adults but tobacco is not good for our health instead it causes lungs cancer, loss of energy.**

**MEANING OF ALCOHOL**

**Alcohol is a colourless, volatile flammable liquid like the intoxicating constituent of wine, bear and spirit. It is also called ETHANOL.**

**TYPES OF ALCOHOL**

* **Beer: larger beer (Star, Gulder) and Ale (bitter ale, abbey ale).**
* **Wine: red wine, white wine, rose wine, Champagne.**
* **Spirit: gin, Vodka, Tequila.**

**TYPES OF TOBACCO**

1. **Aromatic fire –cured smoking tobacco**
2. **bright leaf tobacco**
3. **burley tobacco**
4. **Cavendish**
5. **Corojo**
6. **Criollo tobacco**
7. **oriental tobacco**

**REASONS WHY PEOPLE DRINK OR SMOKE**

**Some of the reasons people drink or smoke are:**

1. **Social influence**
2. **Influence of bad friends**
3. **Curiosity**
4. **To feel relaxed**
5. **To cope with stress**
6. **Family background**
7. **Weather condition**

**STRATEGIES AND ACTIVITIES**

* **The Teacher revises the previous lesson.**
* **The Teacher introduces the topic.**
* **The Teacher explains the lessons.**
* **Teacher welcomes pupils questions**
* **Teacher evaluates the pupils**

**EVALUATIVE ACTIVITIES**

* **What is the meaning of alcohol?**
* **Mention three different types of alcoholic drink and tobacco**
* **Mention three reasons why people smoke and drink**

**CONCLUSION: the teacher summarize the lesson.**