PRY 6 PHE THIRD TERM E-NOTE

Week: ONE

Date:

Class: Basic Six

Subject: PHE

Duration: 40 minutes

Topic: Physical fitness

SUB TOPIC(s):

Behavioural objectives: At the end of the lesson, pupils should be able to;

1. Define physical fitness
2. Explain the physical fitness components

Instructional material/Reference material: Physical and Health Bk; 6 by A. Ayegbusi, B. Musa

Charts and pictures

Building Background/ Connection to prior knowledge: The pupils are familiar with the topic(s).

**CONTENT**

Physical fitness: measuring physical fitness components e.g.

(I). Agility (II). Power (III). Flexibility (IV). Balance

Measuring physical fitness components

Meaning of physical fitness means good physical condition or being in good shape or condition. Physical fitness has two related parts: general fitness (a state of health and well-being), and specific fitness (the ability to perform specific aspects of sports, or occupations).

**Types of physical fitness exercise**

These include:

1 Jogging

2 Running

3 Dancing

4 Push up, press up

5 Carrying weights

6 Running on the treadmill

7 Skipping

8 Squatting

9 Swimming

**Physical fitness components**

These include:

1 Agility

2 Power

3 Flexibility

4 Balance

Agility: This means being quick in whatever you do. It also means being smart. Agility is also speed and quickness in various kinds of sports.

Power: This means strength. It is the muscle’s ability to exert force for a brief period of time.

Flexibility: This is the ability to move the joints and use the muscles through their full range of motion.

Balance: This is a person’s ability to be firm and comported in the process of performing a task or exercise without falling.

Activities for measuring physical fitness

1 10 metres shuttle run

2 Carrying of weights

3 Sergeant jump

4 Broad jump

5 Straight knee toe touch

6 Beam walk

7 Standing on one foot

Specific physical fitness aspect’s measurement

1 Flexibility: By performing a simple motion and observing how far you can go, you can assess the flexibility of each part of your body. The sit and reach test is a good measure of flexibility of the lower back and backs of the upper legs.



1. Power: You can measure power by lifting weights. The heavier the weight a person can carry, the stronger the person is said to be.



1. Agility: The 10 m shuttle run can be used to measure agility. The speed and time at which a person finishes a 10 m dash tells a lot about his or her agility. You are said to be agile if you beat the time.
2. Balance: This can be measured in various ways. Stand on one foot and hold the other leg with both hands for 15 seconds without falling. If you do not wobble or fall, it means you have balance.

Strategies & Activities

Step: Teacher revises the previous topic

Step 2: Teacher introduces the new topic.

Step3: Teacher endeavors to explain all the points to the pupils thoroughly.

Step 4: Teacher welcomes pupils’ questions.

Step 5: Teacher evaluates the pupils.

Assessment& Evaluation

1. Define physical fitness.
2. List four physical fitness components.
3. List one activity for measuring the following:
4. a) Agility b) Power c) Flexibility d) Balance

Summary: Teacher goes over the topic once again to enhance better understanding.

Wrap-up [conclusion]: Teacher corrects and marks pupils’ notes.

Week: TWO

Date:

Class: Basic Six

Subject: PHE

Duration: 40 minutes

Topic: Gymnastic: stunts

SUB TOPIC(s):

Behavioural objectives: At the end of the lesson, pupils should be able to;

1. explain gymnastic
2. list examples of stunts

Instructional material/Reference material: Physical and Health Bk; 6 by A. Ayegbusi, B. Musa

Charts and pictures

Building Background/ Connection to prior knowledge: The pupils are familiar with the topic(s).

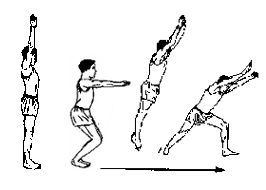
CONTENT

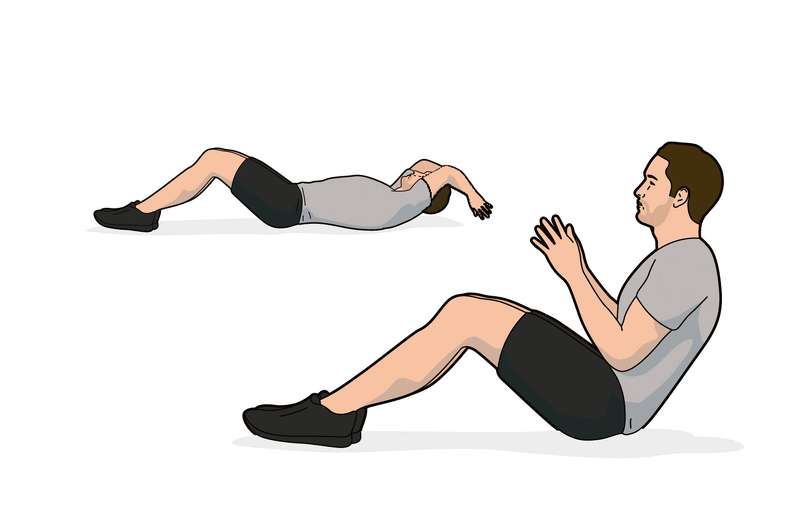
Gymnastic: stunts (I). Sit up (II). Crab walks (III). Cart wheel (IV). Head stand

Stunts and tumbling activities Gymnastics comprises a series of motor skills. It includes activities performed on the floor and on apparatus. Floor activities could also be called stunts and tumbling. They are performed on the floor or ground without the use of apparatus.

Stunts Examples of stunts are:

1 Single stunts

   
 wheel barrow

Sit up

Tumbling activities

These include:

1. Backward roll
2. Cartwheel
3. Handstand
4. Headstand
5. Forward roll

Strategies & Activities

Step: Teacher revises the previous topic

Step 2: Teacher introduces the new topic.

Step3: Teacher endeavors to explain all the points to the pupils thoroughly.

Step 4: Teacher welcomes pupils’ questions.

Step 5: Teacher evaluates the pupils.

Assessment& Evaluation

1 What is gymnastics?

2 List five examples of stunts.

3 List five examples of tumbling activities.

4 In twos, one partner in front for support, the other partner should pick up both feet of the other child in front and the latter should walk forward on his hands. (This is a wheelbarrow activity).

Summary: Teacher goes over the topic once again to enhance better understanding.

Wrap-up [conclusion]: Teacher corrects and marks pupils’ notes.

Week: THREE

Date:

Class: Basic Six

Subject: PHE

Duration: 40 minutes

Topic: Recreation

SUB TOPIC(s):

Behavioural objectives: At the end of the lesson, pupils should be able to;

1. Define recreation
2. Explain reasons why people dance

Instructional material/Reference material: Physical and Health Bk; 6 by A. Ayegbusi, B. Musa

Charts and pictures

Building Background/ Connection to prior knowledge: The pupils are familiar with the topic(s).

CONTENT

Recreation: Leisure and dancing activities

Dance: local dances and examples, reason why People dance

Costume

What is dance? Dance is expressive movement of turning, twisting and rolling of the body (parts) to conform to the rhythm of a sound, beat or music. It is a way of expressing our inner feeling of joy and happiness.

Traditional music or dance Traditional music or dance is of ethnic origin. Ethnic dance is a dance belonging to a particular race or tribe. In Nigeria, such dance is referred to as forming part of our cultural heritage.

List of costumes for various traditional dances

1 Asooke - Native wear

2 Akwuete - Native wear

3 Akun - Necklace

4 Ileke- Beads

5 Jigida - Beads

6 Fila - Cap

7 Gele - Head gear

8 Irukere - Horse tail

9 Achi - Native wear

10 Otogbo - Native wear

Kinds of dance (including tradi- tional Nigerian dance)

1 Koroso dance

2 Swange dance

3 Zarawa dance

4 Tera dance

5 Tangale dance

6 Apala dance

7 Dundun dance

8 Bata dance (Yoruba)

9 Atilogwu (Igbo)

10 Fuji dance and juju dance (Yoruba)

11 Sharo dance (Fulani)

Demonstration of traditional/cultural dances Nigeria has so many cultural dances which differ from one ethnic group to the other. Examples are:

1 Atilogwu (Igbo)



Bata Dancers Atilogwu Dancers



REASONS PEOPLE DANCE

1) **Great way to exercise and stay fit**

Dance is a great way to stay in shape. If you don’t like the gym, dancing can bring fun back into the exercise.

2) **Burn calories**

Dancing is all about moving your body and moving your body is a great way to burn calories. How many will you burn depends on how vigorously you dance. In an one-hour session you can burn from 250 to 400 calories.

3) **Improved health**

Dance can effectively promote good health by improving cardiovascular fitness, strengthening the muscles, increasing circulation, decreasing blood pressure, lowering the risk of coronary heart disease, reducing stress, and many other positive benefits

4) **Good for bones and joints**

Dance is a weight-bearing activity, meaning it’s great for your bones. Weight-bearing exercises has been proven to increase bone density and help reduce the risk of osteoporosis.

5) **Build confidence**

Dance builds confidence by giving you a sense of success and achievement when you master it.

7) **Lifts your mood**

Any exercise can raise your spirits by raising the endorphins or so called feel good chemicals. This can lighten your mood and reduce the risk of depression.

8) **Improved overall well-being**

Dance has an outstanding positive effect on both physical and psychological well-being.

Strategies & Activities

Step: Teacher revises the previous topic

Step 2: Teacher introduces the new topic.

Step3: Teacher endeavors to explain all the points to the pupils thoroughly.

Step 4: Teacher welcomes pupils’ questions.

Step 5: Teacher evaluates the pupils.

Assessment& Evaluation

1 Name three types of local dance.

2 List the costumes for each of the dances.

3 Describe the dance steps for three local dances.

Summary: Teacher goes over the topic once again to enhance better understanding.

Wrap-up [conclusion]: Teacher corrects and marks pupils’ notes.

Week: FOUR

Date:

Class: Basic Six

Subject: PHE

Duration: 40 minutes

Topic: Computer games

SUB TOPIC(s):

Behavioural objectives: At the end of the lesson, pupils should be able to;

1. Define computer game.
2. Give examples of computer game.

Instructional material/Reference material: Physical and Health Bk; 6 by A. Ayegbusi, B. Musa

Charts and pictures.

Building Background/ Connection to prior knowledge: The pupils are familiar with the topic(s).

CONTENT

Computer games

Meaning and types of Computer games

Component of computer game e.g. mouse, keyboard, monitor, ups, control pad Etc.

Computer

The computer is an electronic device which can receive information (input), store information for a period of time, and can process and give out data as output.

A game is an activity or sport usually involving skill, knowledge, or chance, in which you follow fixed rules and try to win against an opponent or to solve a puzzle.

Computer game

A computer or video game is any interactive game operated by computer circuitry. The machines on which electronic games are played include:

1 Personal computer

2 Arcade consoles

3 Video consoles connected to home television, etc

4 Handheld game machines

Computer games usually combine sound and graphics (pictures and drawings), and range from traditional games, such as chess to fast moving (action) games.

Types of computer games

1 Nature park

2 Beach rally

3 Vehicle rally

4 Play station

5 Tennis

6 Scrabble

7 Cricket

8 Soccer

9 Volleyball

10 Handball

11 Basketball

12 Golf

13 Table tennis

14 Badminton

Component of a computer Game  
1. Game pads

2. Keyboard  
3. Laser mouse

4. Monitor

5. Ups

6. CPU

7. Memory.

Reasons for playing computer games

Computer games are played for the following reasons:

1 Entertainment

2 Challenge

3 Education

4 Recreation

5 To reduce tension

6 Relaxation

Strategies & Activities

Step: Teacher revises the previous topic

Step 2: Teacher introduces the new topic.

Step3: Teacher endeavors to explain all the points to the pupils thoroughly.

Step 4: Teacher welcomes pupils’ questions.

Step 5: Teacher evaluates the pupils.

Assessment& Evaluation

1. List the various types of computer game machines.

Summary: Teacher goes over the topic once again to enhance better understanding.

Wrap-up [conclusion]: Teacher corrects and marks pupils’ notes.

Week: FIVE

Date:

Class: Basic Six

Subject: PHE

Duration: 40 minutes

Topic: Martial art

SUB TOPIC(s):

Behavioural objectives: At the end of the lesson, pupils should be able to;

1. Define Karate and enumerate the skill involve.
2. Define Taekwondo and list the rules and regulation.

Instructional material/Reference material: Physical and Health Bk; 6 by A. Ayegbusi, B. Musa

Charts and pictures

Building Background/ Connection to prior knowledge: The pupils are familiar with the topic(s).

CONTENT:

Martial art: Karate

History, importance

Rules and regulations of karate

Taekwondo history, importance

Rules and regulation

Official and their duties,

Skills of taekwondo.

HISTORY OF KARATE

Historical background Karate was invented in Okinwate in China. It was later developed to meet global acceptance. It was introduced to Nigeria through the armed forces. It was later introduced to institutions of higher learning as an extracurricular activity. It is now popular and is developing rapidly in Nigeria. This has led to the formation of the Nigeria Karate Federation.

Importance or benefits of karate

1. It helps in building stamina.
2. It teaches endurance.
3. It develops one’s flexibility and agility.
4. It helps physical and mental development.
5. It promotes discipline.
6. It is useful for self-defence.
7. It promotes physical fitness.
8. It provides a means of livelihood for the trainers, players, sponsors and officials.
9. It builds self-confidence.
10. It promotes self-reliance.

Rules of karate

1. No weapon is allowed in karate.
2. Nails should be trimmed before contests.
3. Knockouts can be awarded.
4. Points are awarded according to hits and fall down or take down.
5. Hitting below the belt is not permitted.
6. There should be no dipping of fingers into the opponent’s eyes.
7. Head butting is not allowed in karate.
8. The referee’s instructions must be obeyed.

Basic skills of karate

1. Striking
2. Throwing/Take down
3. Manipulation
4. Choking
5. Ground fighting



Taekwondo

Historical background

Taekwondo, in Korean language, means the art of using both the legs and the fists to kick and punch an opponent for attack and self-defence. It was originated in Korea by a Korean army officer, General Choi Hong Hi in 1966. Taekwondo was introduced to Nigeria in 1975. The Federal Government employed two Koreans, Jhoo Rae Pak and Moo Cheun Kim as instructors.



The Nigeria Taekwondo Federation was formed in 1986. To further enhance the development of taekwondo in Nigeria, it was introduced into the school curriculum.

Importance or benefits of taekwondo

1. It builds strength and stamina.
2. It develops self-defense skills.
3. It promotes physical fitness.
4. It promotes social interaction.
5. It builds self-confidence and self-reliance.
6. It keeps the youth busy and curbs youth restiveness.
7. It promotes character and moral training.
8. It creates a means of livelihood for coaches and trainers.

Rules and regulations

1. Every taekwondoist should put on the recommended outfit with its right type of belt.
2. The decision of the referee is final.
3. The playing arena should be 10 metres square (10 m by 10 m).
4. Protective equipment should be put on during competitions.
5. A contest shall last for three rounds.
6. There should be one minute rest in-between the rounds (after each round).

Basic skills and techniques of taekwondo

The stance

This is the correct way of positioning the body in readiness to kick, punch or attack.

Types of stance

1. Cat stance

2. Frog stance

3. Ready stance

4. Horse-riding stance

The kicks

These are the effective use of the legs to kick the opponent’s trunk, head and sides.

Types of kick

1. Jump spin kicks
2. Jump kick
3. Multi-rotational kick
4. Side kick
5. Spin kick

The punches

These are the use of the knuckles, palms and sword-hand to hit an opponent.

Types of punch

1. Sword-hand technique
2. Open hand technique
3. Arrow head technique
4. Door knock technique
5. Knuckle hit technique

Dodging

This is quick body reaction to escape an attacking punch or kick.

Blocking

This involves the use of the hands and legs to create a blockage against offensive action.

Strategies & Activities

Step: Teacher revises the previous topic

Step 2: Teacher introduces the new topic.

Step3: Teacher endeavors to explain all the points to the pupils thoroughly.

Step 4: Teacher welcomes pupils’ questions.

Step 5: Teacher evaluates the pupils.

Assessment& Evaluation

1. Narrate briefly the history of karate in Nigeria.

2. Mention four benefits of karate.

3. List five basic rules of karate.

4. Mention two skills of karate.

5. Give the brief history of taekwondo in Nigeria.

6. List four benefits of taekwondo.

7. Write five rules of taekwondo.

8. List two skills of taekwondo

Summary: Teacher goes over the topic once again to enhance better understanding.

Wrap-up [conclusion]: Teacher corrects and marks pupils’ notes.

Week: SIX

Date:

Class: Basic Six

Subject: PHE

Duration: 40 minutes

Topic: Swimming

SUB TOPIC(s):

Behavioural objectives: At the end of the lesson, pupils should be able to;

1. Explain the various swimming method.

Instructional material/Reference material: Physical and Health Bk; 6 by A. Ayegbusi, B. Musa

Charts and pictures

Building Background/ Connection to prior knowledge: The pupils are familiar with the topic(s).

CONTENT

Swimming: Basic swimming skills, basic swimming

Strokes

Swimming stroke is the method of moving the arms and legs to push against the water, and propel the swimmer forward. We shall further learn the basic skills in swimming. These are:

1 Butterfly stroke

2 Breaststroke

3 Freestyle

4 Crawl

5 Backstroke

Basic skills in swimming Butterfly

1 This is the most difficult and exhausting stroke.

2 The body is in a prone position

3 It involves the dolphin kick with a windmill-like movement of both arms in unison.



Breaststroke

1 The body is in a prone position.

2 It involves frog kicking alternated with movement of the arms at the same time from a point in front of the head to shoulder level.

3 In a swimming competition, the swimmer’s head must be kept above the surface of the water at all times.



Freestyle

1 This is the style in swimming where any kind of stroke is used.

2 During a swimming competition, only 15 metres may be spent underwater from the start or from each turn.

Crawl

1 The body is in a prone position.

2 It involves alternating overarm strokes and the flutter kick.

3 The head remains in water, the face alternating from side to side.

Backstroke

1 It involves alternate over-the-head arm strokes and a flutter kick in a supine position.

2 During a swimming competition, only 15 metres may be spent underwater from the start or from each turn.

Strategies & Activities

Step: Teacher revises the previous topic

Step 2: Teacher introduces the new topic.

Step3: Teacher endeavors to explain all the points to the pupils thoroughly.

Step 4: Teacher welcomes pupils’ questions.

Step 5: Teacher evaluates the pupils.

Assessment& Evaluation

1 List five basic swimming strokes.

2 Describe the ways to perform the freestyle.

3 Demonstrate the following swimming strokes:

a) The freestyle

b) The crawl

c) The breaststroke

d) The backstroke

e) The butterfly stroke

Summary: Teacher goes over the topic once again to enhance better understanding.

Wrap-up [conclusion]: Teacher corrects and marks pupils’ notes.

Week: SEVEN

Date:

Class: Basic Six

Subject: PHE

Duration: 40 minutes

Topic: Pathogens

SUB TOPIC(s):

Behavioural objectives: At the end of the lesson, pupils should be able to;

1. Define pathogens
2. Explain communicable diseases
3. Give examples of communicable diseases
4. Explain how it can be prevented.

Instructional material/Reference material: Physical and Health Bk; 6 by A. Ayegbusi, B. Musa

Charts and pictures

Building Background/ Connection to prior knowledge: The pupils are familiar with the topic(s).

CONTENT

Pathogens, diseases and prevention

Communicable diseases e.g. HIV/AIDS measles,

Small pox, cholera, syphilis, gonorrhea, etc.

Prevention of communicable diseases.

Communicable diseases

Communicable diseases are infectious illnesses that can be contracted from a person, animal or any other host by another person. They can also be described as diseases that can be easily transferred from person to person. Communicable diseases can be transferred or contracted through direct contact with the host, and through the air, insects, food, drink and dust. Some of such diseases are as follows:

HIV/AIDS patient



1 Malaria

2 Measles

3 Mumps

4 Pneumonia

5 Poliomyelitis

6 Rabies

7 HIV/AIDS

8 Tetanus

9 Typhoid

10 Cold

11 Whooping cough

12 Gonorrhoea

13 Tuberculosis

14 Cholera

15 Vaginitis

16 Syphilis

17 Herpes

18 COVID-19

Malaria

Malaria is caused by a protozoan called plasmodium. It is injected into the body of human beings through the bite of the female anopheles mosquito. Malaria is transferred from one person to another when the mosquito bites an infected person and goes on to bite another person.

Prevention

1 Eradication of mosquitoes

2 Use of mosquito nets

3 Environmental cleanliness

4 Use of preventive drugs

Measles

Measles is a contagious disease caused by a virus which is caught from a polluted environment by humans, especially children. The virus is present in the saliva and nasal discharge of the infected child. When the victim sneezes, the viruses are showered into the atmosphere, where it gets suspended for a short time, from where it could be acquired by anyone.



Signs and symptoms of measles

1 High body temperature

2 Fever

3 Loss of weight

4 Skin rashes

5 Loss of appetite

Prevention of measles

1 Avoid contact with an infected person.

2 Maintain personal hygiene.

3 Isolate the patient.

4 Obtain adequate health education.

5 Ensure a clean environment.

Mumps

Mumps is caused by a virus. It is a droplet infectious disease, which makes the neck and cheek swell due to the inflammation of the parotid glands at the junction of the neck and lower jaw.

Signs and symptoms of mumps

1 Fever

2 Swelling behind the angle of the lower jaw

3 Pain around the cheek and throat

4 Difficulty in opening the mouth

5 Inability to swallow, even water

Strategies & Activities

Step: Teacher revises the previous topic

Step 2: Teacher introduces the new topic.

Step3: Teacher endeavors to explain all the points to the pupils thoroughly.

Step 4: Teacher welcomes pupils’ questions.

Step 5: Teacher evaluates the pupils.

Assessment& Evaluation

1. Explain the meaning of communicable diseases.
2. List six communicable diseases.
3. Mention two signs and symptoms of each of the six communicable diseases listed in Item 2 above.
4. Write two ways of preventing each of the following diseases: a) Tuberculosis b) Malaria c) Whooping cough d) HIV/AIDS e) Measles
5. Write five general preventive measures for communicable diseases.

Summary: Teacher goes over the topic once again to enhance better understanding.

Wrap-up [conclusion]: Teacher corrects and marks pupils’ notes.

Week: EIGHT

Date:

Class: Basic Six

Subject: PHE

Duration: 40 minutes

Topic: Issues and challenges in physical and health

SUB TOPIC(s):

Behavioural objectives: At the end of the lesson, pupils should be able to;

1. Define drug education
2. Explain the effects of drug abuse
3. Enumerate how it can be prevented.

Instructional material/Reference material: Physical and Health Bk; 6 by A. Ayegbusi, B. Musa

Charts and pictures

Building Background/ Connection to prior knowledge: The pupils are familiar with the topic(s).

CONTENT

Issues and challenges in physical and health

Education: Drug education (I). Drug abuse (II)

Danger of self-medication (III). Qualities needed

For protection against drug addiction

Drug Education

‘Drug’ is any chemical substance other than food which is intended to affect the functions of the body. A drug can be harmful if taken in a dosage not prescribed by the doctor, or taken too frequently for unjustified reasons. Drug use refers to the taking of drugs for an intended purpose in an appropriate amount, frequency and proper manner. It is necessary for drugs to be prescribed by a physician before usage.



Drug misuse

Drug misuse is the practice of using drugs for pleasure rather than for medical reasons. It is the use of drugs without medically valid prescription. Even when drugs are prescribed, they may be misused if not taken in the right quantity, dosage and length of time.

Drug abuse Drug abuse is the indiscriminate and excessive taking of drugs for other purposes apart from medical reasons. This has a lot of negative effects on the physical, social, emotional and mental health of the person.



Factors that can lead to drug abuse

1 To relieve pain and ache.

2 To calm down tension and stress.

3 To build up boldness and bravado.

4 To boost power and strength.

5 To enhance performance mentally and physically.

Dangers of self-medication on the individual

1 It may damage body organs, especially the lungs, heart and kidney.

2 It may cause mental retardation or mental illness.

3 It may make such an individual useless and worthless.

4 It may lead to kidney failure.

5 It may reduce one’s lifespan.

Dangers of self-medication on the family

1 It may create social problems in the family.

2 It may cripple the finances of the family.

3 It may generate unnecessary tension and unrest in the family.

4 It may damage the image and reputation of the family.

5 It may create sadness and unhappiness in the family.

Dangers of self-medication on society

1 It may create youth restiveness and unrest in society.

2 It can lead to civil strife and tension in society.

3 It may destroy societal values.

4 It may slow down the growth and development of society.

5 It may create sadness and unhappiness in society.

Qualities needed for protection against drug addiction

1 Self-discipline: This is the ability to do the right thing at the right time. It means taking the right drug as prescribed by the physician. There should be no self-medication.

2 Personal hygiene: Personal and environmental hygiene reduces illness and disease, which would make an individual healthy and free from medication.

3 Self value: This means having self-confidence and believing in one’s ability to perform well without drug aid or drug enhancement.

4 Respect: Total respect for the law, particularly laws against drug addiction.

5 Assertiveness: Self-assertiveness makes an individual able to say no to drug abuse and maintain it despite peer pressure.

6 Self-control: This is the ability to control your emotion, so that you will not involve yourself in drug addiction due to undue imitation or copying of friend’s habits.

Strategies & Activities

Step: Teacher revises the previous topic

Step 2: Teacher introduces the new topic.

Step3: Teacher endeavors to explain all the points to the pupils thoroughly.

Step 4: Teacher welcomes pupils’ questions.

Step 5: Teacher evaluates the pupils.

Assessment& Evaluation

1 Explain the meaning of drug abuse.

2 State four factors that can lead to drug abuse.

3 Write four dangers of self-medication on the individual.

4 Explain why self-medication should not be encouraged in society.

5 List and discuss three qualities needed for protection against drug addiction.

Summary: Teacher goes over the topic once again to enhance better understanding.

Wrap-up [conclusion]: Teacher corrects and marks pupils’ notes.