

Week: 1st week

Class: pry 3

Topic: Non locomotor movement

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

1. demonstrates the non locomotor movements.
2. list examples of non locomotor.
3. demonstrates the skills
4. demonstrates the activities.

Instructional material/Reference material:

1. Charts
2. Pictures
3. Field
4. Mat
5. Posters.

Building Background /connection to prior knowledge : Pupils have been familiar with non locomotive movement.

Content:

Non locomotive movement

A non-locomotor movement is a movement that a person performs while remaining stationary. For example, twisting the body around its axis is a non-locomotor movement. The person remains in one spot while the upper body rotates from left to right.

There are many different non-locomotor movements, including:

Bending

Stretching

Flexing

Extending

Lifting

Raising

Twisting

Turning

Rotating

Swinging

Swaying

Dodging

Shaking

Wiggling

Pulling

Pushing

Standing

Sitting



Evaluation :

The Teacher ask the Pupils to

1. list four locomotormovements.
2. demonstrates correct sitting position and pulling skills
3. give two differences between lifting and standing skills.

Week: 2nd week

Class: pry 3

Topic: Introduction to physical fitness

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

Instructional material/Reference material:

1. explains the meaning of physical fitness.
2. mention the components of physical fitness.
3. identify and explains other component of physical fitness.

Building Background /connection to prior knowledge : Pupils have been taught non locomotive movement

Content:Physical fitness is a state of health and well-being and, more specifically, the ability to perform aspects of sports, occupations and daily activities. Physical

fitness is generally achieved through proper nutrition, moderate-vigorous physical exercise, and sufficient rest.

Component of physical fitness

- i. Endurance.
- ii. Flexibility
- iii. Speed.
- iv. Agility
- v. Coordination
- vi. Cardiovascular

endurance

vii. Muscular endurance

viii. Strength.

1. Flexibility is the ability of each joint to move through the available range of motion for a specific joint. Examples would be stretching individual muscles or the ability to perform certain functional movements such as the lunge. The sit and reach test is most often used to test flexibility

2. Muscular endurance is the ability of the muscles to perform continuous without fatiguing. Examples would be cycling, step machines and elliptical machines. The sit up test is most often used to test muscular endurance.



Evaluation : the teacher ask the Pupils to

1. explains the meaning of physical fitness.
2. give four examples of physical fitness
3. explains three components of physical fitness.
4. explains cardiovascular endurance and

Week: 3rd week

Class: pry 3

Topic: MENTAL HEALTH

Behavioural objective At the end of the lesson pupils should be able to :

1. explains the meaning of mental health and importance of rest.
2. describe a mentally sick person.
3. mentions ways of taking care of mentally sick person.

Instructional material/Reference material:

1. Poster
2. Pictures.
3. Films show.
4. Chalkboard.
5. Charts.

Building Background /connection to prior knowledge : Pupils have been taught

Physical fitness

Content:

MENTAL HEALTH

What is mental health?

Mental health refers to behavioral, and emotional well-being. It is all about how people think, feel, and behave. People sometimes use the term “mental health” to mean the absence of a mental disorder. Conditions such as stress, depression, and

anxiety can all affect mental health and affect a person's routine. for this reason , man needs to have enough rest after serious and stressful work.

Rest is a short or brief nap taken to cool down the body system. Such rest could little sleep, watching films or just lying down on the bed or the sofa chair .

importance of rest for good mental health.

1. Rest help to cool down the body system.
2. Rest improve your memory
3. Rest helps to manage body weight
4. Rest restore and energize
5. Rest improves concentration and productivity
6. Rest improves your health
7. Rest can help you experience less pain

MENTAL ILLNESS

Mental illness, also called mental health disorders, refers to a wide range of mental health conditions — disorders that affect your mood, thinking and behavior. Examples of mental illness include depression, anxiety disorders, eating disorders and addictive behaviors.

SYMPTOMS OF METAL ILLNESS

Long-lasting sadness or irritability.

Extremely high and low moods.

Excessive fear, worry, or anxiety.

Social withdrawal.

Dramatic changes in eating or sleeping habits.

HOW TO TAKE OF MENTALLY SICK PERSON.

- 1.introduce yourself calmly and clearly
- 2.explain why you are there
- 3.be polite and non-threatening but also be honest and direct
- 4.listen to what they are saying in a non-judgmental way
avoid confrontation
- 5.ask them what they see as the main problem
- 6.do not attempt physical contact, except to prevent serious assault or suicide attempts
- 7..encourage them to talk to a mental healthcare professional
- 8.follow up difficult experiences with counselling for yourself.

Evaluation: The Teacher ask the Pupils to

1. what is mental health?
2. list three importance of rest.
3. describe a mentally sick person.
4. list two signs and symptoms of a mentally sick person.

5. list three ways of taking care of mentally sick person.

Week: 4th week

Class: pry 3

Topic: Track event (sprints)

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

1. identify what we mean by sprint race.
2. list the race under sprint races.
3. mention the skills involved in sprints races.

4. perform the skills
5. explains and demonstrate the different types of startin sprint race.

Instructional material/Reference material:

1. Charts.
2. Video clip
3. Whistle
4. Starting fun
5. Stop watch.
6. Flags (red and white)
7. Field

Building Background /connection to prior knowledge : Pupils have been taught mental health

Content:

MEANING OF SPRINT RACE

Sprinting is running over a short distance in a limited period of time. It is used in many sports that incorporate running, typically as a way of quickly reaching a target or goal, or avoiding or catching an opponent.

Examples of sprint race

100m , 200m, and 400m.

Techniques/skills in sprint race .

- i. Take off : This is the first stage in the sprint race. It start by bending and right leg will be at the back , both hands at the ground , after the whistle is blown the runner take off .
- ii. Running : it involves fast move and speed to win the game
- iii. Arm action : Run with the hands moving from the hips (pockets of pants) to the chin, eliminating side-to-side motion.



iv. Finish: this is the last stage in the sprint race, it is the end of the race when the winner is known

3. Types of start in sprint race e.g.

i. The bunch start The toes of the rear foot are

approximately level with the heel of the front foot, and both feet are placed well back from the starting line.

ii. Medium start - the knee of the rear leg is placed opposite a point in the front half of the front foot.

iii. Elongated start - the knee of the rear leg is level with or slightly behind the heel of the front foot.

Evaluation : The Teacher ask the Pupils to:

1. what is sprint race?
2. list three examples of sprint races.
3. explains two techniques involved in sprint races.
4. explains the following:
 - i. the bunch start.
 - ii. the elongated start.

Week: 5th week

Class: pry 3

Topic: Food group

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

1. explains the meaning of vitamins
2. list the types of vitamins.
3. identify the sources of each of the vitamins listed.
4. list the functions of vitamins to the body.
5. identify the deficiency of each vitamin.

Instructional material/Reference material:

1. Charts.
2. Posters.
3. Pictures
4. Chalkboard

Building Background /connection to prior knowledge : Pupils have been taught track event (sprint race).

Content:

MEANING OF FOOD.

FOOD is an edible substances which is taken to give nutrients to the body system to perform it function for growth and development of individuals. We have six classes of food which are;

CLASSES OF FOOD.

1. Carbohydrate
2. Protein
- 3 vitamin.
4. Fat and oil.
- 5.mineral salt
6. Water.

WHAT IS VITAMINS.

The vitamin is an organic substance that is essential for nutrient for proper functioning of the body systems e.g. for the breakdown of food and digestion process.

Types of vitamins .

- 1.Vitamin A
2. Vitamin B

- 3. vitamin C
- 4. Vitamin D
- 5. Vitamin E
- 6. Vitamin K

Vitamins	Functions	Sources	Deficiency
Vitamin A	1. Needed for proper function of the eye 2. For healthy skin 3. Strong bone and tooth growth, 3. Proper function of the immune system health	Vitamin A from animal sources (retinol): fortified milk, cheese, cream, butter, fortified margarine, eggs, liver, carrot, sweet potatoes, pumpkin.	Lack of vitamin A cause : eye defects. Night blindness, diarrhea, abortion, poor growth.

<p>Vitamin B</p>	<p>1. Helps convert nutrients into energy</p>	<p>Whole grains, meat, fish Organ meats, eggs, miik Meat, salmon, leafy greens, beans, carrot</p> <p>pork, or enriched breads and cereals, legumes, nuts and seeds</p>	<p>Poor growth, less production of breast milk, less feed consumption.</p>
<p>Vitamin c</p>	<p>It aids proper digestion of foods</p>	<p>Citrus fruits, bell peppers, Brussels sprouts and vegetables, especially citrus fruits, vegetables in the cabbage family, cantaloupe, strawberries, tomatoes, potatoes, lettuce, papayas, mangoes, kiwifruit.</p>	<p>Weight loss.</p>
<p>Vitamin D</p>	<p>Promotes proper immune function and assists in calcium absorption and bone growth</p>	<p>, fish oil, Egg yolks, liver, fatty fish, fortified milk, fortified margarine. When exposed to sunlight, the skin can make vitamin D.</p>	<p>Bleeding gums, weak teeth.</p>

Vitamin E	Assists immune function and acts as an antioxidant that protects cells from damage	Sunflower seeds, wheat germ, almonds, leafy green vegetables; whole-grain products; liver; egg yolks; nuts	Heart failure , convulsion.
Vitamin k	Required for blood clotting and proper bone development	Leafy greens, soybeans, pumpkin , Leafy green vegetables such as kale, collard greens, and spinach; green vegetables such as broccoli, Brussels sprouts, and asparagus	Weak tooth, weak bone.

Evaluation: Pupils to:1. identify three sources of vitamin c and give two deficiencies2. identify three sources of vitamin D and give two deficiencies.3. lists two functions each of vitamin A and B.4. give two deficiencies

Week: 6th week

Class: pry 3

Topic: Food group

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

1. identify the sources of vitamins c and consequences of its deficiency. 2. identify the sources of vitamins D and consequences of its deficiency 3. mention the functions of the above mention vitamins. 4. identify their

deficiencies: The lack of vitamins in the balanced diet could cause the body to be

Instructional material/Reference material: 1. Charts. 2. Posters. 3. Pictures 4. Chalkboard

Building Background /connection to prior knowledge : pupil have been taught food group.

Content:

Sources Vitamin c.

Vitamin C can be gotten from: Fresh citrus,Fruits lime, Oranges, Lemon , pawpaw, mango, water melon, pineapple, strawberries. E.t.c

Deficiency

Whole body: fatigue, fever, loss of appetite, or malaise

Mouth: bleeding gums or tooth loss

Skin: rashes or red spots

Also common: bruising, coiled hair, failure to thrive, irritability, muscle weakness, swollen gums, or weight loss. Symptoms may not occur for a few months after a person's dietary intake of vitamin C drops too low. Bruising, bleeding gums, weakness, fatigue, and rash are among scurvy symptoms of vitamin C.

Function of vitamin C

Vitamin C is needed for the growth and repair of tissues in all parts of your body. It is used to: Form an important protein used to make skin, tendons, ligaments, and blood vessels. Heal wounds and form scar tissue.

SOURCES OF VITAMIN D

Vitamin D is gotten from fish oil, Egg yolks, liver, fatty fish, fortified milk, fortified margarine. When exposed to sunlight, the skin can make vitamin D

DEFICIENCY OF VITAMIN D

The lack of vitamin D in the body could cause depression, bone pain, fatigue, frequent illness, slow wound healing, decrease in bone weight, hair loss, obesity, muscle pain e.t.c

Function of vitamin D

Vitamin D has multiple roles in the body. It assists in:

- 1.promoting healthy bones and teeth
- 2.supporting immune, brain, and nervous system health
- 3.regulating insulin levels and supporting diabetes management
- 4.supporting lung function and cardiovascular health
- 5.influencing the expression of genes involved in cancer development

Evaluation: The Teacher ask the Pupils to

1. identify three sources of vitamin c and give two deficiencies
2. identify three sources of vitamin D and give two deficiencies.
3. lists two functions each of vitamin A and B.
4. give two deficiencies of each.

Week: 7th week

Class: pry 3

Topic: Food group (protein)

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

1. say the meaning of protein and give some examples.
2. explains the types of protein and its sources.
3. explains the functions and the deficiencies of protein.

Instructional material/Reference material:1. Charts.

2. Posters.
3. Pictures
4. Chalkboard

Building Background /connection to prior knowledge : Pupils have learnt food group

Content:

PROTEIN: protein is a class of food that build up the body tissues and cell.
Examples are beans meat , fish, egg e.t.c

Types of proteins:

There are three (3)major Type of protein . They are

1. complete protein : These foods contain all the essential amino acids. They mostly occur in animal foods, such as meat, dairy, and eggs.

2. Incomplete protein : These foods contain at least one essential amino acid, so there is a lack of balance in the proteins. Plant foods, such as peas, beans, and grains mostly contain incomplete protein.

3. complementary protein: These refer to two or more foods containing incomplete proteins that people can combine to supply complete protein. Examples include rice and beans or bread with peanut butter.

Sources of proteins

proteins mainly come from animal sources, such as milk, meat, and eggs. Soy and quinoa are vegetable sources of complete protein. Combining red beans or lentils with wholegrain rice or peanut butter with wholemeal bread also provides complete protein

Function of protein:

1. The main functions of proteins in the body are to build, strengthen and repair or replace things, such as tissue.

2. Most enzymes are proteins and are catalysts, which means they speed up chemical reactions.

3. They are necessary for respiration in human cells, for example, or photosynthesis in plants.

4. For protective coverings, such as hair.

DEFICIENCY

1. It leads to malnutrition, E.g kwashiorkor

2. It can lead to weak muscle tone.

3. thin and brittle hair

4. skin lesions

5. in adults, loss of muscle mass

6. in children, stunted growth

Evaluation: The Teacher ask the Pupils to

1. explains the meaning of protein.
2. give the sources of protein and types of protein.
3. mention two functions of protein.

Week: 8th week

Class: pry 3

Topic: Food preparation and preservation

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

1. distinguish between food preparation
2. identify ways of preserving food.
3. give reason why we preserve food.

Instructional material/Reference material:1. Charts

2. Chalkboard.

3. Posters.

4. Live food.
5. Summary.

Building Background /connection to prior knowledge : pupil have learnt food group.

Content:

Food preparation is the process that includes a set of practices involved in acquiring raw ingredients and transforming them into something ready to be consumed.

While Food preservation can be defined as the process of treating and handling food in such a way as to stop or greatly slow down spoilage and prevent foodborne illness while maintaining nutritional value, texture and flavour.

Steps of food preparation

1. Steaming
2. Frying
3. Boiling
4. Roasting
5. Baking

Steps of food preservation

1. Sun drying
2. Smoking
3. Refrigerating
4. Salting

5. Canning

Reason for food preservation

1. To avoid spoilage
2. To avoid wastage
3. To avoid changes in taste and texture
4. For food management
5. To avoid contamination.

Evaluation:Teacher ask the Pupils to :

1. list the steps taken when preparing rice.
2. mention two ways of preserving food.
3. list two reasons why we preserve food.

Week: 9th week

Class: pry 3

Topic: Basketball

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

1. tell history of basketball.
2. mention the number of players needed.
3. mention the basicskills of basketball.
4. perform the skill
5. perform other skills like: a. individual defensefainting, dodging. b. shooting.

Instructional material/Reference material:1. Basketball

2. Whistle.

3. Basketball court.
4. Court (basketball)
5. Ball.

Building Background /connection to prior knowledge : Pupils have learnt food preservation and preparation

Content:

The brief history of basketball.

Basketball was invented by James Naismith in Springfield, Massachusetts. The year was 1891, and as the story goes, Naismith was asked to come up with an indoor game that offered fewer injuries than classic American gridiron football. He came up with a 9-on-9 game that involved shooting a ball into a peach basket.

The actual numbers of players allowed in a team to play a basketball are five in numbers

I.e 5 players from each team while 7 players is allowed on bench as substitute.

Basic skills in basketball

- a. Passing and catching
- b. Dribbling.
- c. Shooting.
- d. Footwork
- e. Individual defense

Evaluation. The Teacher ask the Pupils to

1. lists four skills used in the basket
2. give a brief history of basketball.

3. list the players in basketball game.
4. draw the court.
5. explains the skill of shooting and individual defence in basketball.

Week: 10th week

Class: pry 3

Topic: Basketball

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

1. perform the skills of footwork, individual defence.
2. draw and label the basketball court.
3. mention the various officials in basketball game.

Instructional material/Reference material: 1. Basketball

2. Whistle.
3. Basketball court.

Building Background /connection to prior knowledge : Pupils have been taught basketball

Content:

List of officials in basketball

1. Referees
2. Lead referees
3. Scorer
4. Timer.

The diagram of Basketball pitch and label.

Evaluation: Teacher ask pupil to

1. explains footwork as a skill in basketball.
2. draw a basketball court
3. name two officials in a basketball game.

