



GOVERNMENT OF SIERRA LEONE
Ministry of Basic and Senior Secondary Education

THE NEW BASIC EDUCATION CURRICULUM FOR SIERRA LEONE (With Effect from December 2020)

Physical Health Education - PHE (Class 1 – Form 3)

This subject curriculum is based on the *National Curriculum Framework and Guidelines for Basic Education (revised May 2020)*.

It was prepared by national curriculum specialists, subject experts, and teachers and it is based on a series of nationwide consultations and technical workshops.

UNICEF supported and facilitated the original version of this major curriculum reform project. Technical expertise and oversight were provided by Redi4Change LLC, and staff of the Ministry of Basic and Senior Secondary Education (MBSSE).



CONTENT

1. A Message to tell all Teachers Implementing the New Curriculum
2. Rationale and Justification for Physical Health Education in Basic Education.
3. General Learning Outcomes
 - 3.1. First Stage (Class 1- Class #)
 - 3.2. Second Stage (Class 4_ Class 6)
 - 3.3. Third Stage (Form 1- Form 3)
4. Specific Learning Outcomes by Grade (Class or Form)
 - 4.1. First Grade (Class 1)
 - 4.2. Second Grade (Class 2)
 - 4.3. Third Grade (Class 3)
 - 4.4. Fourth Grade (Class 4)
 - 4.5. Fifth Grade (Class 5)
 - 4.6. Sixth Grade (Class 6)
 - 4.7. Seventh Grade (Form 1)
 - 4.8. Eighth Grade (Form 2)
5. outline teaching Syllabus for First Stage of Basic Education
 - 5.1 Class 1
 - 5.2. Class 2
 - 5.3. Class 3
6. Outline Teaching Syllabus for Second Stage of Basic Education
 - 6.1. Class 4
 - 6.2. Class 5
 - 6.3. Class 6
7. Outline Teaching Syllabus of Third Stage of Basic Education
 - 7.1. Form 1 (JSS 1)

7.2. Form 2 (JSS 2)

7.3. Form 3 (JSS 3)

8. Syllabus Implementation Guidelines (Pacing Guide for Schools to Complete)

General Learning Outcomes (The Learning pupils should acquire by the end of the End of Basic Education stages)

The General Learning Outcomes of a subject tells us what learners should know or understand and what they should be able to do or demonstrate as well as what they should value or reflect in their attitudes /behavior. These are the things that learners should achieve by the time they complete each of the three stages of basic education. Teachers may use general learning outcomes as a guide to check if the learners are on track for success at the end of each stage of basic education.

1. First Stage of Basic Education (Class 1 – 3)

The learners will be able to :

- a. Define Physical Health Education through physical activities.
- b. Demonstrate some fundamental skills and techniques which will lead to enjoyment, understanding and appreciation of games and sports.
- c. Demonstrate good sportsmanship, fair play and healthy competition.
- d. Acquire some good movement skills in minor games.
- e. Identify some major and minor games and demonstrate how they are played.
- f. Socialize with peers during play time/day.
- g. Develop the habit of hand washing.
- h. Have a fair understanding of the food they eat and their importance.
- i. Practice safety precautions to avoid/reduce common injuries.
- j. Have a fair understanding of personal hygiene and good health habits.
- k. Understand the importance of PHE to the body

Appreciate culture when it is introduced through traditional dance.

Understand the concept of the immune system

- l. Understand and value issues of rest and sleep to the development of the body.

2. Second Stage of Basic Education (Classes 4 – 6)

Learners will be able to:

- a. Define and explain the meaning of PHE.
- b. Perform fundamental skills in both traditional and Modern Educational gymnastics.
- c. Show basic knowledge of personal cleanliness and environmental sanitation.
- d. Take care of their body parts; e.g., teeth, nails, hair, and clothes and care of the environment.
- e. Differentiate the various diseases such as Ebola, Cholera, Common cold, Corona Virus (COVID-19), malaria, HIV/AIDS, etc
- f. Categorize diseases into communicable and Non communicable.
- g. Show sources, effects and preventive measures against some diseases.
- h. Foster movement education in gymnastics, and through traditional activities, songs and dance.
- i. List down some of body systems.

- j. Test long term effects of exercise on the body.
- k. Render first aid for minor injuries during sporting activities.
- l. Demonstrate more skills and techniques in games.
- m. Visit health centers and other areas connected with health problems.
- n. Identify and prevent some postural defects (kicking, walking, and other postural habits)
- o. Display basic knowledge of the digestive, circulatory and nervous systems
- p. Understand the modes of transmission of HIV and its prevention

SPECIFIC LEARNING OUTCOMES

Specific learning Outcomes of a topic or theme indicates what learners should know or understand and what they should be able to do or demonstrate as well as what they should value or reflect in their attitudes/behavior. These are the things that learners should achieve by the time they complete the specific theme or topic. Teachers should be guided by specific learning outcomes when planning assessments and tests to check that learners achieve what is expected of them.

The First Grade (Class 1)
Term 1

| AREA/ TOPIC/THEME | SPECIFIC LEARNING OUTCOMES |
|---|---|
| 1. Meaning of Physical Health Education | The learner will be able to: a. Carry out simple Physical and Health activities in and outside the classroom. b. Explain the meaning of PHE through play. c. State the benefits of PHE. |
| 2. Fundamental Movement | The learner will be able to: a. Demonstrate simple non-locomotor skills with their bodies. E.g. clapping, stretching, swaying, skipping jumping, etc. b. Demonstrate simple locomotor skills. E.g. hopping, jogging, short-runs back and forth, vaulting etc. |
| 3. Hygiene | The learner will be able to: a. Explain some personal hygiene practices such as keeping the body clean. b. Talk about various ways of keeping the environment clean. c. Demonstrate good hand washing. |
| 4. Games | The learner will be able to: a. Play traditional games such as football, minor games like balance ball, "Akra", "Throwing-and-Catching" etc b. Demonstrate skills in minor games such as Chair ball, six-aside, etc |

Term 2

| AREA/TOPIC/THEME | SPECIFIC LEARNING OUTCOMES |
|-------------------------|---|
| 5. Water (Uses) | The learner will be able to: a. Use water to wash his/her hand properly b. Make water safe for use at home and at school. |

| | |
|-------------------------|---|
| | c. Clean homes and compounds, especially toilets with water. |
| 6. 9Accidents/First Aid | The learner will be able to: a. Prevent and treat common wounds, e.g., bruises, minor cuts, etc b. Prevent and treat dog bite, snake bite, and stings from bees and scorpions. |
| 7. Athletics | The learner will be able to: a. Run in lanes from a starting point to a finish line. b. Run when a command “On-your-marks”, “set” and “go” is given c. Demonstrate the phases involved in running short distance races. d. Perform simple jumping skills to cover distance. e. Demonstrate an aspect of relay racing using improvised implements, e.g. short sticks, papers, etc |
| 8. Drugs | The learner will be able to: a. Prevent poisoning through proper storage of medicines, kerosene, etc b. Talk about useful drugs and what they are meant for. |

Term 3

| AREA/TOPIC/THEME | SPECIFIC LEARNING OUTCOMES |
|-------------------------|---|
| 9. Foods and Nutrition | The learner will be able to: a. Identify the common foods eaten at home b. Identify some other foods eaten in the community c. Talk about the functions and benefits of foods to the body d. Talk about the disadvantages of poor foods |
| 10. HIV/AIDS Education | The learner will be able to: a. Describe how the body can defend itself against infection |
| 11. Rest and Sleep | The learner will be able to: a. Talk about the importance of rest to the body. b. Talk about the importance of sleep to the body. |
| 12. The Human Body | The learner will be able to: a. Name the main parts of the human body. E.g head, hand, stomach, chest, leg, etc b. Talk about the functions of the body parts. |

The Second Grade (Class 2)

Term 1

| AREA/TOPIC/THEME | SPECIFIC LEARNING OUTCOMES |
|-------------------------|--|
| 1. The meaning of PHE | The learner will be able to: a. Demonstrate activities to show the meaning of PHE. E.g. exercising their body b. Demonstrate “fair play” when playing games in school and at home. c. Talk about the importance of exercising and taking part in physical activities. d. Organize themselves into teams to play games of their choice. |

| | |
|-------------------------|---|
| 2. Fundamental movement | The learner will be able to: a. Demonstrate simple non-locomotor skills such as twisting, stretching, bending, etc b. Demonstrate simple locomotor skills such as cartwheel, forward roll, wheelbarrow, frog-jump, etc c. Discuss the benefits of carrying out simple movement activities, |
| 3. Games | The learner will be able to: a. Demonstrate skills in simple minor games such as football, balance ball, chairball, etc b. Play games in a team with simple rules. c. Talk about the benefits of playing games |
| 4. Hygiene | The learner will be able to: a. Demonstrate simple hygiene practices such as washing of the hands. b. Talk about how to keep the environment (the school, the class, the compound, etc) clean. c. Identify objects used in cleaning the environment. E.g. broom, soap, dust bin, dusters, towel, cutlasses, etc. |

Term 2

| AREA/TOPIC/THEME | SPECIFIC LEARNING OUTCOMES |
|------------------------|--|
| 5. Foods and Nutrition | The learner will be able to: a. Identify the foods which gives them energy. E.g. rice, cassava, bread, foofoo, etc b. Identify the foods which makes them grow well. E.g. meat, chicken, egg, beans, benni, etc c. Identify the foods which protect their bodies from illnesses. E.g. vegetables, garden eggs, onion, orange, pawpaw, milk, etc d. Discuss ways of preventing foods from spoilage. |
| 6. Water | The learner will be able to: a. Identify sources of water in the community. b. Wash their body after play and exercise. c. Talk about how to make water safe for drinking. E.g. filtration, sedimentation, boiling, etc |
| 7. Accident/First Aid | The learner will be able to: a. Prevent accident and treat wounds at play. b. Give first aid treatment for poisoning c. Give first aid treatment for diarrhea |
| 8. Athletics | The learner will be able to: a. Demonstrate running in lanes for short distances. b. Demonstrate running in team events. E.g relays c. Perform jumps such as standing jump, high jump, etc d. Demonstrate throwing of implements such as improvised shots, etc |

Term 3

| | |
|-------------------|---|
| 9. The Human Body | The learner will be able to: a. Name the main parts of the human body. |
|-------------------|---|

| | |
|--------------------|--|
| | <ul style="list-style-type: none"> b. Talk about the functions of the parts of the human body. c. State some common diseases associated with some parts of the human body. |
| 10. Drugs | <p>The learner will be able to:</p> <ul style="list-style-type: none"> a. Explain what drugs are. b. Talk about the uses of drugs. For cure, for relief, etc c. Discuss on how to store drugs safe at home. |
| 11. Rest and Sleep | <p>The learner will be able to:</p> <ul style="list-style-type: none"> a. Talk about the need for rest and sleep after exercise b. Talk about the benefits of rest and sleep to the body |
| 12. Disease | <p>The learner will be able to:</p> <ul style="list-style-type: none"> a. Identify HIV, EVD and Covid-19 as diseases that affect humans b. Talk about how EVD is spread c. Talk about how COVID-19 is spread d. Discuss how to prevent HIV,, EVD, and COVID-19 |

The Third Grade (Class 3) Term 1

| AREA/TOPIC/THEME | SPECIFIC LEARNING OUTCOMES |
|-------------------------|--|
| 1. The Meaning of PHE | <p>The learner will be able to:</p> <ul style="list-style-type: none"> a. Give a simple definition of PHE b. Talk about activities that will bring out the meaning of PHE c. Talk about the benefits of PHE. |
| 2. Fundamental Movement | <p>The learner will be able to:</p> <ul style="list-style-type: none"> a. Demonstrate activities that improve running, walking, and jumping. b. Demonstrate simple traditional gymnastic activities such as forward roll, cartwheel, handstand with support, etc c. Demonstrate simple Modern Educational Gymnastic activities e.g combining various ways of moving, etc d. Demonstrate movement skills in dancing e. Identify local musical instruments and how they are played. |
| 3. Games | <p>The learner will be able to:</p> <ul style="list-style-type: none"> a. Demonstrate playing simple minor games. E.g. football, chairball, Rounders, etc b. Master skills in minor games such as throwing-and-catching, kicking, etc c. Demonstrate “fair play” through the games been played |
| 4. Hygiene | <p>The learner will be able to:</p> <ul style="list-style-type: none"> a. Talk about keeping the home environment clean. b. Talk about how to keep the school environment clean. c. Discuss how to dispose refuse in their environment. |

Term 2

| AREA/TOPIC/THEME | SPECIFIC LEARNING OUTCOMES |
|------------------------|---|
| 5. Foods and Nutrition | The learner will be able to: <ol style="list-style-type: none"> Name the types of foods. Talk about (or discuss) the sources of foods. Define a balance diet. Talk about the importance of a balance diet. |
| 6. Accident/First Aid | The learner will be able to: <ol style="list-style-type: none"> Discuss common causes of accidents in the home. Discuss common causes of accidents in the school environment. Talk about first aid treatment for bruises and cuts. |
| 7. water | The learner will be able to: <ol style="list-style-type: none"> Discuss and state the sources of water. Talk about the uses of water. Talk about the consequences of using unsafe water. E.g diarrhea, cholera, typhoid, etc |
| 8. Athletics | The learner will be able to: <ol style="list-style-type: none"> Demonstrate skills in running, walking, and jumping. Identify implements used in running, and jumping activities. Demonstrate the use of implements in running and jumping activities. E.g. using batons |

Term 3

| AREA/TOPIC/THEME | SPECIFIC LEARNING OUTCOMES |
|--------------------|---|
| 9. The Human Body | The learner will be able to: <ol style="list-style-type: none"> Name the main parts of human body. E.g. Head, Nose, stomach, chest, foot, etc Identify and discuss the organs found in the parts named. Talk about the functions of some of the organs. E.g. Ear – hearing; Eyes – seeing; Mouth – eating, etc |
| 10. Rest and Sleep | The learner will be able to: <ol style="list-style-type: none"> Discuss the reasons (or importance) of rest and sleep. Talk about the occasions (or time) for rest and sleep |
| 11. Drugs | The learner will be able to: <ol style="list-style-type: none"> Define drugs. Talk about the sources of drugs. E.g. from plants, from animals parts, from chemicals, etc Discuss about the consequences of misusing drugs at home. |
| 12. HIV | The learner will be able to: <ol style="list-style-type: none"> Understand that people living with HIV need love and support and respect for their rights like everyone else |

Fourth Grade (Class – 4) Term 1

| AREA/TOPIC/THEME | SPECIFIC LEARNING OUTCOMES |
|--------------------------|---|
| 1. The meaning of PHE | The learner will be able to: a. Talk about the importance of PHE. b. Discuss the value of PHE E.g. Social value. Physical value, moral value, vocational value, etc. |
| 2. Fundamental Movements | The learner will be able to: a. Demonstrate basic traditional gymnastics skills as in forward roll and vaults. b. Perform traditional gymnastics with apparatus. c. Perform and exhibits skills in traditional dances |
| 3. Games | The learner will be able to: a. Participate in outdoor and lead-up games. E.g. football, and chairball, Rounders. b. Demonstrate skills in lead-up games such as kicking as in football, throwing-and-catching as in chairball etc. |
| 4. Hygiene | The learner will be able to: a. Define personal and environmental hygiene. b. Talk about ways of enhancing personal hygiene. c. Talk about refuse disposal methods. (drainages), etc |

Term 2

| AREA/TOPIC/THEME | SPECIFIC LEARNING OUTCOMES |
|------------------------|--|
| 5. Foods and Nutrition | The learner will be able to: a. Talk about methods of preparing foods. b. Talk about ways of food contamination c. Talk about methods of food protection and preservation. |
| 6. Water | The learner will be able to: a. Discuss sources and uses of water. b. Talk about water contamination c. Discuss prevention of water contamination and water related diseases. |
| 7. Accidents/First Aid | The learner will be able to: a. Identify accident spots in the community (E.g. roads, bush paths, etc) b. Discuss traffic rules c. Discuss first aid treatment for burns and scalds. |
| 8. Athletics | The learner will be able to: a. Define athletics b. State the divisions of athletics (E.g. Track and Field) c. Discuss and demonstrate some athletic activities. E.g. running, jumping and throwing |

Term 3

| AREA/TOPIC/THEME | SPECIFIC LEARNING OUTCOMES |
|------------------------|--|
| 9. The Human Body | The learner will be able to: a. Talk about the functions of the organs of the body. b. Name some diseases associated with some organs of the body. |
| 10. Drugs | The learner will be able to: a. Define drugs. b. State (or name) some categories of drugs. (Useful and Harmful drugs) c. Talk about the effects of harmful drugs. |
| 11. Rest and Sleep | The learner will be able to: a. Define rest and sleep b. Talk about the significance of rest and sleep. |
| 12. HIV/AIDS Education | The learner will be able to: a. Describe the modes of transmission of HIV b. Identify the names of common STIs |

Fifth Grade (Class – 5) Term 1

| AREA/TOPIC/THEME | SPECIFIC LEARNING OUTCOMES |
|-------------------------|---|
| 1. The Meaning of PHE | The learner will be able to: a. State the importance of PHE. b. Name some PHJE activities, E.g. athletics, games, swimming, cycling, gymnastics, etc. |
| 2. Fundamental Movement | The learner will be able to: a. Demonstrate some gymnastic activities with or without apparatus. b. Demonstrate movements in skipping, hopping, vaulting, etc |
| 3. Games | The learner will be able to: a. Demonstrate healthy participation in games. E.g. football, chair-ball, Rounders, etc b. Organize team games and play healthy competitions. c. Adhere to rules of games and other sports. |
| 4. Hygiene | The learner will be able to: a. Observe rules related to environmental sanitation. b. Talk about clothing for body protection against bad weather. |

Term 2

| AREA/TPOIC/THEME | SPECIFIC LEARNING OUTCOMES |
|------------------------|---|
| 5. Foods and Nutrition | The learner will be able to: a. Define the term “Nutrient”. b. Name the types and sources of nutrients c. Discuss some food taboos |

| | |
|------------------------|--|
| 6. Water | The learner will be able to: a. Name some diseases associated with water. E.g. cholera, diarrhea, typhoid, etc b. Talk about vectors and pests. c. Discuss control of vectors and pests. E.g. flies, mosquitoes, cockroaches, etc |
| 7. Accidents/First Aid | The learner will be able to: a. Define first aid. b. Discuss the importance of first aid, and discuss first aid kits. c. Talk about first aid for animal bites, and snake bites. d. Discuss first aid treatment for insect bites and stings, fever and fainting. |
| 8. Athletics | The learner will be able to: a. Demonstrate skills in long jump and high jump b. Illustrate long jump and high jump facilities and sectors c. Demonstrate skills in relay races. E.g. baton exchange |

Term 3

| AREA/TOPIC/THEME | SPECIFIC LEARNING OUTCOMES |
|------------------------|---|
| 9. The Human Body | The learner will be able to: a. Name and label parts of the human body. b. Talk about functions of the parts of the organs of the human body. c. Discuss about some postural defects in the human body. Correct sitting and standing positions |
| 10. Drugs | The learner will be able to: a. Name the types of drugs. E.g useful drugs, harmful drugs, b. Talk about categories of drug use. E.g. drug Misuse, Drug Abuse, etc c. Discuss how to control drug use. |
| 11. Rest and Sleep | The learner will be able to: a. Talk about exercise and fatigue. b. Discuss the importance of rest and sleep after exercise. |
| 12. HIV/AIDS Education | The learner will be able to: a. Explain how to reduce the risk of transmitting HIV and STIs b. Understand that HIV affects not just the person living with it but their family and loved ones too |

Sixth Grade (Class – 6) Term 1

| AREA/TOPIC/THEME | SPECIFIC LEARNING OUTCOMES |
|-------------------------|---|
| 1. The meaning of PHE | The learner will be able to: a. Define PHE. b. Talk about and discuss the importance of PHE. c. Explain the value of PHE |
| 2. Fundamental Movement | The learner will be able to: a. Demonstrate activities in traditional gymnastics. |

| | |
|------------|---|
| | <ul style="list-style-type: none"> b. Demonstrate activities in Modern Traditional Gymnastics c. Talk about the value of gymnastics |
| 3. Games | <p>The learner will be able to:</p> <ul style="list-style-type: none"> a. Demonstrate basic skills in soccer (kicking, dribbling, heading, etc);chairball (throwing-and-catching, shooting, dribbling, etc); Rounders (batting, fielding, pitching, etc |
| 4. Hygiene | <p>The learner will be able to:</p> <ul style="list-style-type: none"> a. Discuss the causes, signs and symptoms, prevention and treatment of airborne diseases. b. Talk about disposal of different kinds of refuse c. Discuss control of vectors and pests. d. Explain about the importance of Expanded Programme of Immunization (EPI) |

Term 2

| AREA/TOPIC/THEME | SPECIFIC LEARNING OUTCOMES |
|------------------------|---|
| 5. Foods and Nutrition | <p>The learner will be able to:</p> <ul style="list-style-type: none"> a. Define the terms “Nutrition” and “Nutrients” b. Classify foods into ‘Go’, ‘Grow’ and ‘Glow’ foods. c. Talk about the importance of balance diet. d. Demonstrate how to make a balanced diet using inexpensive foods |
| 6. Water | <p>The learner will be able to:</p> <ul style="list-style-type: none"> a. Talk about sources of water-related diseases. E.g. river blindness, bilharzias, etc b. Discuss the causes, signs and symptoms, treatment and prevention of river blindness, bilharzias, etc c. Talk about typhoid, its causes, signs and symptoms, treatment and prevention. |
| 7. Accidents/First Aid | <p>The learner will be able to:</p> <ul style="list-style-type: none"> a. Define sprain, strain, and fractures. b. Talk about ways of caring for sprain, strain, and fractures, c. Discuss the contents of first aid kit |
| 8. Athletics | <p>The learner will be able to:</p> <ul style="list-style-type: none"> a. Demonstrate sprinting and jumping events. b. Differentiate between track and field events. c. Discuss specifications of some field events; e.g. shot put, long jump, high jump. |

Term 3

| AREA/TOPIC/THEME | SPECIFIC LEARNING OUTCOME |
|-------------------|--|
| 9. The Human Body | <p>The learner will be able to:</p> <ul style="list-style-type: none"> a. Name the systems of the body. E.g. skeletal, muscular, respiratory, etc b. Discuss the organs of the body related to each system. c. Talk about some diseases related to the various systems. |
| 10. Drugs | <p>The learner will be able to:</p> |

| | |
|------------------------|--|
| | <ul style="list-style-type: none"> a. Talk about essential and non-essential drugs; useful drugs and harmful drugs, b. Discuss drug abuse and reasons for drug abuse |
| 11. Rest and Sleep | <p>The learner will be able to:</p> <ul style="list-style-type: none"> a. Over-sleep, laziness and inactivity. b. Discuss the consequences of over-sleep, laziness and inactivity. |
| 12. HIV/AIDS Education | <p>The learner will be able to:</p> <ul style="list-style-type: none"> a. Describe HIV treatment and support b. Identify, symptoms and treatment and prevention of STIs , |

PHYSICAL HEALTH EDUCATION

OUTLINE TEACHING SYLLABUS FOR THE FIRST STAGE OF BASIC EDUCATION (CLASS 1) – Term 1

| Suggested Topics/Themes/Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning Teaching Resources (Core Supplementary) |
|-------------------------------|---|---|---|---|
| 1. Meaning of PHE | <p>After completing this topic the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Carry out Physical and Health education activities in the classroom to demonstrate the value of PHE to the body. E.g. stretching, swaying, clapping, jumping, etc ❖ Demonstrate PHE activities outside the classroom. E.g. running, hopping, jumping, jogging, etc ❖ Explain the meaning of PHE. ❖ Discuss the benefits of PHE. | <ul style="list-style-type: none"> ❖ Teacher introduces lesson with activities to warm-up children's bodies in the classroom. E.g. clapping, swaying, stretching, jumping, etc. ❖ Teacher asks questions to stimulate pupils thinking and brainstorming. ❖ Teacher gives command and pupils respond. ❖ Teacher makes some demonstration of physical activities and pupils follow through. ❖ Teacher guides pupils to explain the of PHE and the benefits of PHE. ❖ Teacher explains the domains which PHE covers – cognitive, psychomotor, and affective. | <ul style="list-style-type: none"> ❖ Short answer questions. ❖ Demonstration of pupils' activities. ❖ True/false statements. ❖ Listening to pupil's discussions and or explanations and drawing conclusion. | <p>Mats, Mattress, playground, Whistle, ribbons of different colours,</p> |
| Personal Space | <p>Understand the concept of personal space</p> | <p>Use games to demonstrate the concept of personal space Explain the concept of bodily integrity</p> | <p>Observation</p> | <p>Games that involve close contact</p> |

| | | | | |
|--------------------------------|--|--|--|--|
| <p>2. Fundamental Movement</p> | <p>After completing this topic pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Demonstrate simple non-locomotor skills with their body. E.g. clapping, stretching, swaying, skipping, jumping etc. ❖ Demonstrate simple locomotor skills, e.g. hopping, short runs back and forth, vaulting, etc. | <ul style="list-style-type: none"> ❖ Teacher introduces lesson with warming up activities such as on-the-spot runs, jogging, stretching of various body parts, etc. ❖ Give command, and observe respond. E.g., stand-sit; Hands stretch forward, Hands-up; Hands-down, etc ❖ Demonstration of non-locomotor skills such as yoga sit, stand on one leg, swaying of hands, stretch out arms, etc. ❖ Demonstration of locomotor skills, e.g. hopping, jogging, cock-fighting, etc. ❖ Observe pupils' demonstration. | <ul style="list-style-type: none"> ❖ Give command and observe respond. ❖ Demonstration of expected activities from pupils. ❖ Teacher observing and drawing conclusion. ❖ Practical challenge of tasks/activities by pupils. | <p>Mats, Mattress, Playground, Whistle, Ribbons of different colors, Skipping ropes</p> |
| <p>3. Hygiene</p> | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Explain some personal hygiene practices such as keeping the body clean. ❖ Tell various ways of keeping the environment clean. E.g. sweeping, scrubbing, washing, etc. ❖ Demonstrate good Hand Washing. | <ul style="list-style-type: none"> ❖ Teacher encourages pupils to name/list objects used to clean their body. E.g. soap, water, sapoo, towel, etc. ❖ Pupils demonstrate various ways of cleaning their face, teeth, hands, feet, etc. ❖ Pupils demonstrate how they wash/clean their body. ❖ Make practical demonstration of washing the body using a pupil as example. ❖ Pupils demonstrate ways of cleaning the environment. E.g. sweeping. scrubbing ❖ Pupils name areas of the environment that require cleaning. ❖ Make demonstration of Hand Washing (step-by-step). ❖ Sing songs and rhymes to reinforce the activities demonstrated. | <ul style="list-style-type: none"> ❖ Inspect pupils' hands, fingernails, hair, teeth, clothing (uniform). ❖ Ask pupils to demonstrate washing of face, teeth, etc. ❖ Ask pupils to demonstrate Hand Washing skills. ❖ Asking pupils to demonstrate sweeping and scrubbing, etc ❖ Asking questions and pupils answer. ❖ Observing pupils' demonstration and drawing conclusion. | <p>Tooth brush, Tooth paste, Soap, Water, towel, buckets, bowls, Chart showing materials used in cleaning the body, Chart showing materials used in cleaning the environment, e.g. brooms, brushes, etc.</p> |
| <p>4. Games</p> | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Play traditional games such as | <ul style="list-style-type: none"> ❖ Teacher introduces lesson with warming up activities. E.g. jogging stretching, swaying, etc. | <ul style="list-style-type: none"> ❖ Ask short answer questions. ❖ Give command | <p>Balls, Whistle, Ribbons of various</p> |

| | | | | |
|--|--|---|---|----------------------------|
| | <p>soccer (football), and minor games like balance-ball, throwing-and-catching, tunnel-ball, 'Akra', etc.</p> <ul style="list-style-type: none"> ❖ Demonstrate skills in minor games such as throwing-and-catching, kicking, balancing, etc | <ul style="list-style-type: none"> ❖ Allow pupils to jog around and make short runs back and forth,. ❖ Divide pupils into teams using ribbons to distinguish them. ❖ Introduce various games to play such as football, balance-ball, etc. ❖ Make different formations during play such as semicircles, circles, square shape, straight line, etc and demonstrate skills of throwing-and-catching, kicking, etc. ❖ Ask excellent pupils to demonstrate for others to observe. ❖ Organize pupils into teams and observe them play. ❖ Stress execution of skills and participation. | <p>(instructions) and observe response.</p> <ul style="list-style-type: none"> ❖ Ask pupils to repeat skills demonstrated. ❖ Teacher observes and draws conclusion. | <p>colours, playground</p> |
|--|--|---|---|----------------------------|

OUTLINE TEACHING SYLLABUS FOR THE FIRST STAGE OF BASIC EDUCATION (CLASS – 1) TERM 2

| Suggested Topics/Themes/Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning Teaching Resources (Core Supplementary) |
|-------------------------------|---|--|---|--|
| 5. Water | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Use water to wash/clean their hands. ❖ Make water safe for use at home and in school. ❖ Clean homes and compounds, especially the toilets with water. | <ul style="list-style-type: none"> ❖ Teacher leads discussion on use of water, especially with washing hands. ❖ Teacher and pupils talk about the importance of washing hands and need to have clean hands at all times. ❖ Pupils demonstrate hand washing and teacher observes. ❖ Teacher makes corrections where necessary. ❖ Teacher ensures all pupils practice the hand washing steps. ❖ Teacher demonstrates how to make water safe for use at home and in school. | <ul style="list-style-type: none"> ❖ Observing pupils demonstration and drawing conclusion. ❖ Asking simple short-answer questions. ❖ Asking True/False questions. ❖ Giving pupils home work to do. ❖ Asking pupils to demonstrate how to make water safe for use. | <p>Water, Bowls, Buckets with cover, Soap, Brushes for scrubbing, Clean white piece of cotton cloth, Chart illustrating purification of water.</p> |
| 6. Accidents/First Aid | <p>After completing this topic, pupils should be able to:</p> | <ul style="list-style-type: none"> ❖ Teacher asks questions the ways humans get/sustain wounds. ❖ Teacher leads discussion on accidents that | <ul style="list-style-type: none"> ❖ Asking short-answer questions. ❖ Asking pupils to | <p>Water, Bowl Towel, Soap, Common salt, Plasters, Bandages,</p> |

| | | | | |
|--------------|--|---|--|--|
| | <ul style="list-style-type: none"> ❖ Prevent and treat human wounds. ❖ Prevent and treat dog bite, snake bite, and stings (from bees and scorpion) | <p>make people sustain wounds.</p> <ul style="list-style-type: none"> ❖ Teacher discusses accidents with dog-bites and snake bites. ❖ Pupils demonstrate how dog bites (or snake bites) are noticed. ❖ Teacher discusses with pupils how wounds are treated and how they can be prevented. ❖ Discuss with pupils how dog bites and snake bites. | <p>demonstrate skills learnt.</p> <ul style="list-style-type: none"> ❖ Asking true/false questions. ❖ Observing pupils and drawing conclusion. ❖ Asking pupils to demonstrate reactions from dog bite and snake bite. | <p>Cotton wool, scissors, chart showing people with dog bite and snake bite. Chart showing treatment of dog bite and snake bite.</p> |
| 7. Athletics | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Run in lanes from a starting point to the finish. ❖ Run after a command “On-your-marks”, “set”, and “Go”. ❖ Demonstrate the phases (steps) involved in running short races. ❖ Perform simple jumping skills to cover distance. ❖ Do relay races. | <ul style="list-style-type: none"> ❖ Teacher leads pupils to warm-up using simple exercises, e.g. jogging, stretching, swaying, running, etc. ❖ Teacher demonstrates running in straight line and pupils repeat the actions. ❖ Pupils demonstrate running with objects and handing over to their team mates (objects like short sticks,,, piece of paper, milk tins, books, etc). ❖ Ask pupils to jump over objects or obstacles. ❖ Pupils demonstrate jumping from one point to any distance. | <ul style="list-style-type: none"> ❖ Demonstrations made by pupils. ❖ Observing pupils run and jump. ❖ Observe pupils handing over objects used in relay races. ❖ Ask excellent pupils to demonstrate for other pupils to see. ❖ Encourage all pupils to demonstrate. ❖ Observing pupils and drawing conclusion. | <p>Whistle, batons, Exercise books, Pieces of papers, Short sticks, milk tins, small boxes, etc.</p> |
| 8. Drugs | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Prevent poisoning by proper storage of medicines, kerosene, etc. ❖ Identify common drugs and their | <ul style="list-style-type: none"> ❖ Discuss with pupils how to keep medicines out of reach of children ❖ Talk about chemicals at home that are harmful if not properly handled. ❖ Discuss the various drugs that are commonly used at home (traditional herbs and modern medicines in drug stores). ❖ Talk about the uses of drugs (medicines). ❖ Talk about why pupils should not play with drugs at home. | <ul style="list-style-type: none"> ❖ Ask pupils simple short-answer questions. ❖ Ask pupils true/false questions. ❖ Give pupils home work to do. ❖ Listening to pupils’ discussions and drawing conclusion. | <p>First aid box, medicine cup, Chart showing useful and harmful drugs.</p> |

| | | | | |
|--|--|--|--|--|
| | <p>purposes and what they are meant for.</p> <ul style="list-style-type: none"> ❖ Understand that drugs (medicines) should be only used for their intended purposes | | | |
|--|--|--|--|--|

OUTLINE TEACHING SYLLABUS FOR THE FIRST GRADE OF BASIC EDUCATION (CLASS 1) – TERM 3

| Suggested Topics/Themes/Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning Teaching Resources (Core Supplementary) |
|-------------------------------|---|--|--|---|
| 9. Foods and Nutrition | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Identify the common foods they eat at home. ❖ Identify the common foods they eat or see in their community ❖ Talk about the functions and benefits of foods to the body. ❖ Talk about the disadvantages of poor foods. | <ul style="list-style-type: none"> ❖ Teacher introduces lesson by asking pupils to name the foods they eat before coming to school. ❖ Pupils talk about the foods they ate the previous day. ❖ Teacher and pupils talk about the foods they like best. ❖ Pupils discuss the different kinds of foods they have eaten. E.g. rice, foofoo, yam, cassava, gari, 'achekeh', salad, etc. ❖ Discuss with pupils other kinds of foods prepared outside the home (in the community). ❖ Talk about the functions of some foods. E.g. giving energy, building the body, and protecting the body. | <ul style="list-style-type: none"> ❖ Asking short questions and receiving answers. ❖ Asking true/false questions. ❖ Having oral discussions on the importance of foods. ❖ Listening to pupils' discussions and drawing conclusion. | <p>Display of basic food items in the subject corner.</p> <p>Samples of food items brought in by children.</p> <p>Charts showing basic food items.</p> <p>Chart showing food items arranged in categories; e.g. energy-giving foods, body-building foods, and protective foods.</p> |
| 10. Rest and Sleep | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Talk about the importance of rest to the body. | <ul style="list-style-type: none"> ❖ Teacher introduces lesson with questions. E.g. how do you feel after playing for long? ❖ Teacher and pupils talk on the need for rest after an exercise or a vigorous activity, | <ul style="list-style-type: none"> ❖ Asking simple questions and pupils giving answers. ❖ Asking true/false questions. ❖ Listening and drawing conclusion from pupils' discussions. | |

| | | | | |
|--------------------|--|---|--|--|
| | <ul style="list-style-type: none"> ❖ Talk about the importance of sleep to the body. | <ul style="list-style-type: none"> ❖ Talk about ways of resting. E.g. lying down, watching TV, casual stroll, not-doing anything, etc. ❖ Talk about the need for good and adequate sleep. ❖ Discuss times necessary to sleep. ❖ Teacher and pupils talk about the importance of sleep, | | |
| 11. The Human Body | <p>After completing this topic, pupils will be able to:</p> <ul style="list-style-type: none"> ❖ Name the main parts of the human body. ❖ Talk about the functions of the parts of the human body. | <ul style="list-style-type: none"> ❖ Teacher introduces lesson by questioning pupils to name parts of their body. ❖ Teacher asks pupils to point to various parts of their body as he calls them. ❖ Pupils talk about and state the functions of their body parts. E.g. the eye – to see; the nose – to smell; the mouth – to eat; the leg – to walk, etc. ❖ Pupils discuss the parts of the body among themselves and stating the functions of their body parts. | <ul style="list-style-type: none"> ❖ Asking simple short-answer questions. ❖ Asking true/false questions. ❖ Listening to pupils discussions and drawing conclusion. ❖ Observing pupils discussions and demonstrations on the functions of the parts of their body. ❖ Ask pupils to demonstrate some body functions such as walking,, handling things,, listening,, etc. | A chart showing the parts of the human body. |
| HIV | Understand the idea of the immune system | <p>Use examples of defence – e.g. walls, barriers, sports positions and what they have in common</p> <ul style="list-style-type: none"> ❖ | <ul style="list-style-type: none"> ❖ observation | <p>Pictures of defense positions in sport Pictures or drawings of barriers</p> |

PHYSICAL HEALTH EDUCATION

OUTLINE TEACHING SYLLABUS FOR THE FIRST STAGE OF BASIC EDUCATION (CLASS -2) TERM 1

| Suggested Topics | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning Teaching |
|------------------|----------------------------|---|--------------------|-----------------------------|
|------------------|----------------------------|---|--------------------|-----------------------------|

| Themes/Units | | | | Resources (Core Supplementary) |
|-------------------------|--|--|---|--|
| 1. The Meaning of PHE. | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Demonstrate activities to show the meaning of PHE. E.g. exercising their bodies in class, etc ❖ Demonstrate 'fair play' when playing games in school and at home. ❖ Talk about the importance of exercising after taking part in some other activities. ❖ Organize themselves into teams to play games of their choice. | <ul style="list-style-type: none"> ❖ Teacher encourages pupils to do warming up activities, e.g. jogging on the spot, running on the spot, stretching and twisting, etc. ❖ Teacher leads pupils to make teams to play games of their choice. E.g. stone-ball, balance-ball, football, chairball, etc. ❖ Teacher asks pupils to establish rules governing the games they play. ❖ Teacher discusses with pupils how they feel after playing the games. ❖ Discuss with pupils how they feel when play games as a team. ❖ Encourage pupils to select their own officials when playing games. ❖ Encourage pupils to develop skills on the games they play. | <ul style="list-style-type: none"> ❖ Observe pupils demonstration and drawing conclusion. ❖ Asking short simple questions. ❖ Introducing games that arouse pupils' interest. ❖ Ask questions on the games they play. ❖ Ask them to appoint officials and discuss the role of the official. ❖ Ask true/false questions. ❖ Observing the skills of the pupils at play. | Balls, chairs, Whistle, Improvised balls and other improvised equipment, Playground, etc |
| 2. Fundamental Movement | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Demonstrate simple non-locomotor skills such as twisting,, bending, stretching, etc. ❖ Demonstrate simple locomotor skills such as cartwheel, forward roll, wheelbarrow, frog-jump, cock-fight, etc. ❖ Discuss the benefits of carrying out simple movement activities. | <ul style="list-style-type: none"> ❖ Teacher starts lesson with warming up activities, e.g. stretching, bending, twisting, hopping, etc. ❖ Teacher demonstrate some simple non-locomotor skills such as on-the-spot jogging, on-the-spot running, handstand with support, etc ❖ Teacher demonstrates and pupils perform some simple locomotor skills such as cartwheel, forward roll, wheelbarrow, frog jump, cock fight, etc. ❖ Pupils are asked to make demonstrations of the skills practiced so far. ❖ Teacher encourages pupils with excellent performances to demonstrate over again. | <ul style="list-style-type: none"> ❖ Ask pupils to carry out demonstrations of tasks or activities done. ❖ Ask questions on the practical lessons been carried out. ❖ Observing pupils demonstrations and drawing conclusion. ❖ Asking outstanding pupils to demonstrate. ❖ Ask pupils to name or identify the movements they perform. | Foam, Mat, Mattress, Whistle, Playground, |
| 3. Games | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Demonstrate skills of | <ul style="list-style-type: none"> ❖ Teacher introduces lesson with warming up activities, e.g. jogging, stretching, twisting, etc | <ul style="list-style-type: none"> ❖ Observing pupils playing and drawing conclusions. | Football, Improvised balls, Chairs, Milk tins, |

| | | | | |
|------------|---|---|---|---|
| | <p>simple minor games, such as football, balance-ball, Chairball, etc.</p> <ul style="list-style-type: none"> ❖ Play games in a team with simple rules. ❖ Talk about the benefits of playing games in a team. | <ul style="list-style-type: none"> ❖ Teacher leads pupils to organize class into teams to play games, e.g. Mini-football, Chairball, balance-ball, etc. ❖ Teacher encourages pupils to exhibit skills of the game. ❖ Allow pupils to discuss their feelings about the games they have played. ❖ Discuss with pupils the benefits they gain from playing games. | <ul style="list-style-type: none"> ❖ Asking true/false questions. ❖ Observing skills been executed. ❖ Observing children's mood and interactions at play. ❖ Identifying outstanding performances from pupils. | <p>Tomato tins, Tennis balls, etc</p> |
| 4. Hygiene | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Demonstrate simple hygiene practices such as washing the hands. ❖ Talk about how to keep the environment clean such as school, class, compound, etc. ❖ Identify objects used in cleaning the environment, e.g. broom, brush, towel, soap, buckets, dust-bins, cutlasses, etc. | <ul style="list-style-type: none"> ❖ Teacher and pupils sing songs/rhymes relating to personal hygiene. E.g. 'this is way we wash our feet', hands, face, etc. ❖ Teacher discusses with pupils the importance of handwashing. ❖ Discuss with pupils when to do handwashing. ❖ Demonstrate the proper handwashing procedure. ❖ Discuss with pupils ways of cleaning the home, compound, toilets drainages, classrooms, school compound, etc. ❖ Ask pupils to name materials used to clean the home, the rooms, the toilets, the drainages, gutters, etc. | <ul style="list-style-type: none"> ❖ Asking true/false questions. ❖ Asking short answer questions. ❖ Ask pupils to explain hand washing steps. ❖ Ask pupils to demonstrate other forms of personal hygiene practice. ❖ Ask pupils to sing songs/rhymes relating to hygiene practice and demonstrate with actions. ❖ Ask pupils to identify materials used in cleaning, etc. | <p>Tooth brush, tooth paste, chewing stick, Ashes, Salts, Charcoal, Soap, Water, long brushes, Brooms, cutlasses, etc Chart showing materials used in cleaning the environment.</p> |

OUTLINE TEACHING SYLLABUS FOR THE FIRST STAGE OF BASIC EDUCATION – THE SECOND GRADE (Class 2) Term 2

| Suggested Topics/Themes/Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning Teaching Resources (Core Supplementary) |
|-------------------------------|----------------------------|---|--------------------|--|
| | | | | |

| | | | | |
|-------------------------------|--|--|---|---|
| <p>5. Foods and Nutrition</p> | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Identify foods which give them energy. E.g. rice, cassava, yam, etc. ❖ Identify foods which make them grow well. E.g. meat, fish, chicken, milk, beans, etc. ❖ Identify foods which protect their body from illness. E.g. orange, pawpaw, vegetables, etc ❖ Discuss ways of preventing foods from spoilage. | <ul style="list-style-type: none"> ❖ Teacher encourages pupils to name some food items they have in their homes and communities. ❖ Teacher asks pupils to name the foods they eat in the morning, at noon time, in the evening, after meals, etc. ❖ Pupils name foods they buy at school. ❖ Teacher leads pupil to name foods which give energy. Eg. Rice, cassava, foofoo, etc. ❖ Teacher leads/guide pupils to name foods which make us grow well, e.g. beni, groundnut. ❖ Teacher guides pupils to name foods which protect their bodies from illness. Eg. Pawpaw, orange, mango, lemon, Green vegetables, onion, etc. ❖ Pupils talks on how to avoid/prevent food spoilage. Eg. Covering food from flies, keeping freezer dry, etc. | <ul style="list-style-type: none"> ❖ Asking simple short answer questions. ❖ Asking True/False questions. ❖ Observing pupils discussions and drawing conclusion. ❖ Ask pupils to identify various food classes. ❖ Giving pupils home work to do. | <p>Various food items displayed in the subject corner, Chart showing classes of food,. Samples of food items brought in by the pupils.</p> |
| <p>6. Water</p> | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Identify sources of water in the community. ❖ Wash their body after play and exercise. ❖ Discuss how to purify water. ❖ Talk about how to make water safe for drinking. | <ul style="list-style-type: none"> ❖ Teacher asks pupils to name sources of water in their community. ❖ Teacher discusses with pupils rules on the use of water with reference to their sources. ❖ Pupils talk about how to wash their body after exercise or play. ❖ Pupils talk about the different uses of water in their community, e.g. washing the body, drinking, cooking food, washing clothes, etc. ❖ Discuss domestic ways of purifying water at home. e.g. boiling, filtering, sedimentation, etc. ❖ Discuss with pupils how to make water safe for drinking at home, e.g. covering the water. ❖ Discuss illustrations of sources of water with pupils in class. | <ul style="list-style-type: none"> ❖ Ask short-answer questions. ❖ Ask true/false questions. ❖ Ask pupils to demonstrate how to wash their body with water. ❖ Ask pupils to draw sources of water from the displayed chart. ❖ Give pupils home work to do. | <p>Chart showing sources of water. Soap, Water, Bucket, Bowls, Clean piece of white cotton cloth, Chart showing how to store water safe at home/school.</p> |
| <p>7. Accident/First</p> | <p>After completing this</p> | <ul style="list-style-type: none"> ❖ Teacher observes (previous or old) wounds | <ul style="list-style-type: none"> ❖ Ask short-answer | <p>Samples of Nails,</p> |

| | | | | |
|--------------|--|--|--|--|
| Aid | <p>topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Prevent accidents and treat wounds during play. ❖ Give first aid treatment for poisoning. ❖ Give first aid treatment for diarrhea. | <p>caused to pupils at play, such as wounds by fingernails, stepping on nails, holding barbed wires, playing with knives, etc.</p> <ul style="list-style-type: none"> ❖ Role play first treatment for such wounds sustained at home, e.g. cleaning the wounds, stopping flow of blood through pressure, applying plasters, etc. ❖ Discuss causes of poisoning and forms of poisoning at home, e.g. drinking caustic soda, drinking kerosene, eating bad (or stale) foods, etc. ❖ Talk and discuss first aid treatment on poisoning, e.g. drinking red palm oil. ❖ Role-play first aid treatment on poisoning. ❖ Discuss causes of diarrhea, the signs and symptoms. ❖ Talk about how to prevent diarrhea. ❖ Role-play first aid treatment for diarrhea. | <p>questions.</p> <ul style="list-style-type: none"> ❖ Ask true/false questions. ❖ Ask pupils to role-play first aid treatments on poisoning; then on diarrhea. ❖ Give home work to pupils on first aid treatment on poisoning and diarrhea. ❖ Observe pupils discussion, and demonstrations and draw conclusion. | <p>barbed wires, knife, razor blades, etc First aid kit (or box), Palm Oil, Oral Rehydration Salt (ORS), Chart showing signs and symptoms of a victim of diarrhea.</p> |
| 8. Athletics | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Organize running short-distance races in lanes. ❖ Demonstrate running in team events. ❖ Perform jumps such as standing jump, long jump, high jump, etc. ❖ Demonstrate throwing of implements such as improvised shots, etc. | <ul style="list-style-type: none"> ❖ Teacher introduces lesson with warming up activities, e.g. jogging, bending, stretching, etc. ❖ Teacher demonstrates running in lanes. ❖ Demonstrate running in lanes with pupils using various objects (such as short sticks, piece of papers, milk tins, etc) in place of batons. ❖ Demonstrate how to perform standing jumps, long jump and high jump using simple techniques. ❖ Ask pupils to demonstrate the throwing of improvised implements (for short put) e.g. moulded clay, round metal balls, etc to cover distance. ❖ Ask pupils with outstanding skills to demonstrate. ❖ Repeat demonstrations and allow every pupil to make trials. | <ul style="list-style-type: none"> ❖ Ask pupils to demonstrate running. ❖ Ask pupils to run in lanes. ❖ Observe pupils' demonstration of running, jumping, and throwing and draw conclusions. ❖ Ask pupils to jump for height. ❖ Ask pupils to jump to cover distance. ❖ Ask pupils to throw improvised objects following simple rules. ❖ Ask pupils to identify some implements, e.g. cross bar, up-rights, etc. | <p>Batons, short sticks, Pieces of papers, milk tins, boards for jumps, Up-rights, cross-bar, improvised weights for throwing, playground, Foam, Mattress, Whistle, etc.</p> |

| Suggested Topics/Themes/Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning Teaching Resources |
|-------------------------------|--|---|--|--|
| 9. The Human Body | <p>After completing this topic, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Name the main parts of the human body. ❖ Talk about the functions of the parts of the human body. ❖ State some common diseases associated with the parts of the human body. | <ul style="list-style-type: none"> ❖ Teacher leads pupils to identify the main parts of the human body, e.g. the head, hands, chest, leg, stomach, etc. ❖ Pupils identify the main parts of their body by pointing to them. ❖ Teacher guides pupils to state the functions of the parts of the body named, e.g. the eye – to see; the ear – to hear; the nose – to smell, etc ❖ Teacher guides pupils to identify diseases associated with parts of the body. E.g. eye – blindness, short sightedness; nose – anosmia (loss of smell); ear – deafness; hands – wounds, cuts; etc ❖ Pupils interact and discuss the functions of the parts of the body. | <ul style="list-style-type: none"> ❖ Ask short questions on the parts of the body. ❖ Ask true/false questions. ❖ Observe pupils' demonstrations in pointing to parts of the body. ❖ Give home work to pupils. ❖ Observe pupils discussions and drawing conclusions. | Charts showing parts of the human body. |
| 10. Drugs | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Explain the meaning of drugs. ❖ Talk about the uses of drugs. ❖ Discuss on how to store drugs safe at home. ❖ Explain that drugs should only be used for their intended purpose | <ul style="list-style-type: none"> ❖ Teacher leads discussions to let pupils bring out the meaning of drugs. ❖ Teacher guides pupils to identify some common drugs at home. ❖ The pupils are guided to name different types or forms of drugs. E.g. tablets, syrups (liquid), etc. ❖ Teacher guides pupils to state what drugs are used for; e.g. to get relief, to heal wounds, to clear pains, etc. ❖ Teacher ask pupils to discuss on how to store drugs safe at home, e.g. keep far from children, keep under lock and key, etc. | <ul style="list-style-type: none"> ❖ Teacher asks short-answer questions. ❖ Ask true/false questions. ❖ Listening to pupils' discussions and drawing conclusions. ❖ Give home work to pupils. | Samples of drugs such as tablets, syrups, etc. Chart showing various drug types. |
| 11. Rest and Sleep | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Talk about the need for | <ul style="list-style-type: none"> ❖ Teacher leads discussions with pupils on what rest mean. ❖ Teacher guides pupils to talk about | <ul style="list-style-type: none"> ❖ Asking short-answer questions. ❖ Teacher asks | Samples of drugs such as tablets, syrups, etc. |

| | | | | |
|--|--|--|--|--|
| | <p>rest and sleep after exercise.</p> <ul style="list-style-type: none"> ❖ Talk about the benefits of rest and sleep to the body. | <p>how they rest at home.</p> <ul style="list-style-type: none"> ❖ Pupils discuss about when they usually rest at home. ❖ Teacher and pupils talk about why they need to rest; e.g. to allow the body recover from tiredness, etc. ❖ Teacher and pupils talk about why it is necessary and good to sleep. ❖ Pupils discuss about when they usually sleep. | <p>true/false questions.</p> <ul style="list-style-type: none"> ❖ Listening to pupils discussions and drawing conclusions. ❖ Give home work to the pupils. | <p>Chart showing various drug types</p> |
| <p>12. Disease spread and prevention</p> | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Talk about how Ebola Virus Disease (EVD) is spread. ❖ Talk about how COVID-19 is spread. ❖ Talk about how to prevent EVD and COVID-19. | <ul style="list-style-type: none"> ❖ Teacher guides pupils to talk on how EVD is spread; e.g. touching a sick person, touching blood or stool of a sick EVD patient, etc. ❖ Teacher leads pupils to talk on how to prevent the spread of EVD. ❖ Teacher guides pupils to talk on the symptoms of COVID-19. E.g. very high fever, persistence coughing, etc. ❖ Teacher and pupils talk about how COVID-19 is spread, e.g. sitting close to an infected person, etc. ❖ Teacher and pupils talk about to prevent COVID-19, maintaining physical social distance. | <ul style="list-style-type: none"> ❖ Ask short answer questions. ❖ Asking true/false questions. ❖ Role-playing skits on the diseases. ❖ Role-play skits the signs, symptoms, and preventions on the diseases. ❖ Observing pupils' discussions and drawing conclusions. ❖ Give home work to pupils. | <p>Chart showing EVD, and COVID-19.</p> <p>Chart showing symptoms of, EVD, COVID-19.</p> |

PHYSICAL HEALTH EDUCATION

OUTLINE TEACHING SYLLABUS FOR THE FIRST STAGE OF BASIC EDUCATION – (THIRD GRADE) **CLASS 3 - Term 1**

| Suggested Topics/Themes/ Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning Teaching Resources |
|--------------------------------|---|---|--|--|
| 1. The Meaning of PHE | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Give a simple definition of PHE. ❖ Talk about activities that help to bring out the meaning of PHE (E.g. sport, hygiene, exercise, etc) ❖ Talk about the benefits of PHE. | <ul style="list-style-type: none"> ❖ Teacher leads discussions on the meaning of PHE. ❖ Teacher and pupils discuss the activities performed in PHE such as playing games, running, exercising, observing hygiene, keeping fit and healthy, etc. ❖ Teacher guides pupils to make a simple definition of PHE such as ‘PHE is the study which helps us develop our whole body through play’. ❖ Teacher guides pupils to list down some activities in PHE such as games, swimming, athletics, boxing, keeping fit, fighting diseases, etc. ❖ Teacher and pupils talk about the benefits of PHE e.g. learning about different games; engaging in healthy living; learning about body and how it works; keeping physically fit; using leisure time profitably; having fun and enjoyment, etc. ❖ Lead pupils to discuss how these benefits are achieved; e.g. How do we learn about games? How do we keep our body fit? Etc. | <ul style="list-style-type: none"> ❖ Asking short-answer questions. ❖ Making multiple choice questions. ❖ Asking true/false questions. ❖ Asking pupils to demonstrate some physical activities. ❖ Observing pupils and drawing conclusions. ❖ Give pupils home work to do. | <p>Balls of varied sizes, Whistle,</p> |
| 2. Fundamental Movements | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Demonstrate activities that improve running, walking and jumping. ❖ Demonstrate some simple traditional | <ul style="list-style-type: none"> ❖ Teacher guides pupils to demonstrate activities like running, jumping, walking, etc. ❖ Teacher asks pupils to demonstrate various forms of running, walking, jumping etc. ❖ Teacher demonstrate some traditional gymnastic skills/activities, e.g. forward roll, cartwheel, wheelbarrow, etc. | <ul style="list-style-type: none"> ❖ Asking simple short-answer questions. ❖ Demonstration of activities by pupils. ❖ Observing pupils and drawing conclusion. ❖ Calling pupils out to | <p>Mats, Mattress, Foam, Skipping ropes, Whistle, Playground, some local musical</p> |

| | | | | |
|------------|---|--|---|--|
| | <p>gymnastic activities, e.g. cartwheel, forward roll, handstand with support, etc.</p> <ul style="list-style-type: none"> ❖ Demonstrate simple Modern Educational Gymnastic skills, e.g. moving in three different ways; balancing the body in various ways, etc. ❖ Demonstrate movement skills in dancing. ❖ Identify local musical instruments and how they are used. | <ul style="list-style-type: none"> ❖ Pupils repeatedly perform the activities for mastery. ❖ Teacher guides pupils to demonstrate various of movements from one place to another, e.g. rolling, crawling, hopping, etc. ❖ Teacher guides pupils to balance their body weights in various forms, e.g. balance on hands, on buttocks, on one leg, etc. ❖ Teacher guides pupils on movement skills in traditional dancing. ❖ Teacher asks pupils to demonstrate various forms of dancing in their traditional settings. ❖ Teacher asks pupils to name some local instruments used in their community and other communities. ❖ Teacher guides pupils to talk about how these local instruments are used/played. | <p>demonstrate their cultural dances.</p> <ul style="list-style-type: none"> ❖ | <p>instruments,</p> <p>Chart showing local musical instruments in Sierra Leone.</p> |
| 3. Games | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Playing simple minor games (e.g. mini football, chair-ball, etc) ❖ Demonstrate skills in minor games, e.g. kicking as in mini football; throwing-and-catching as in Chair-ball, etc. ❖ Demonstrate 'fair play' through playing games. | <ul style="list-style-type: none"> ❖ Teacher guides pupils to warm up their body and exercise their joints. ❖ Teacher leads pupils to play minor games such as mini football, Chair-ball, etc. ❖ Teacher emphasizes on skills acquisition and development such as kicking, heading, throw-in, as in mini-football and throwing-and-catching, shooting, etc as in Chair-ball. ❖ Teacher guides pupils to select their own official (referee) to officiate. ❖ Teacher guides pupils to play to rules and respect the official. | <ul style="list-style-type: none"> ❖ Allowing pupils to exercise on their own and teacher observes. ❖ Observing skills acquisition and development. ❖ Observing pupils demonstration and drawing conclusion. ❖ Asking pupils to demonstrate certain skills. ❖ Asking excellent pupils to demonstrate for other to see. | <p>Balls, football, balls of medium sizes, Balls of varied sizes, playground, Ribbons of varied colours. Whistle</p> |
| 4. Hygiene | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Talk about keeping the home environment clean. ❖ Talk about how to keep the school environment clean. | <ul style="list-style-type: none"> ❖ Teacher does a recap on personal hygiene practices. ❖ Teacher leads pupils to talk about how they can clean their homes (the rooms kitchen, living room, toilets/latrines, courtyard, gutters, etc) ❖ Teacher leads pupils to talk about how they can clean the school premises (the offices, | <ul style="list-style-type: none"> ❖ Ask short-answer questions. ❖ Ask true/false questions. ❖ Ask pupils to demonstrate how they can clean their environment. | <p>Brooms, Brushes, Towels, Dust bins, soap, Water, Chart showing methods of cleaning the home.</p> |

| | | | | |
|--|---|---|---|---|
| | <ul style="list-style-type: none"> ❖ Discuss how to dispose off refuse in their environment. | <ul style="list-style-type: none"> ❖ classrooms, toilets, around the compound, etc) ❖ Teacher guides pupils to identify objects/materials used to clean the home and the school, e.g. brooms, brushes, towels, soaps, water, dusters, etc. ❖ Teacher leads pupils to identify the types of refuse they accumulate in the community, e.g. waste papers, kitchen wastes, etc. ❖ Teacher guides pupils to talk about various methods of refuse disposal, e.g. burning, burying, dumping in pits, throwing on landfills, etc. | <ul style="list-style-type: none"> ❖ Observing pupils and drawing conclusions. ❖ Observing the environment in which the pupils live, their classroom, the school compound, etc. | <p>Chart showing cleaning methods in the school environment.</p> <p>Chart showing materials used in cleaning the environment.</p> |
|--|---|---|---|---|

OUTLINE TEACHING SYLLABUS FOR THE FIRST STAGE OF BASIC EDUCATION – THIRD GRADE-(Class 3) Term 2

| Suggested Topics/Themes/Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning Teaching Resources |
|-------------------------------|--|--|--|---|
| 5. Food and Nutrition | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ List (or name) the categories of food. ❖ Talk about the sources of foods. ❖ Define a balanced diet. ❖ Talk about the importance of a balanced diet. | <ul style="list-style-type: none"> ❖ Teacher guides pupils to name the foods they eat at home and in their community, e.g. rice, cassava, yam, foofoo, etc. ❖ Teacher guides pupils to state which gives them energy; builds their body and which protect them from illness. ❖ Teacher guides the pupils to categorize foods into 'Go' foods, 'Grow' foods and 'Glow' foods. ❖ Teacher and pupils discuss the sources of foods in the three categories mentioned. E.g. Go foods – rice cassava, bread, yam; Grow foods – meat, fish, chicken, beans, milk, egg; and Glow foods- orange, banana, pawpaw, milk, vegetables. ❖ Teacher guides pupils to talk about a balanced diet. ❖ Teacher guides pupils to discuss the importance of a balanced diet. | <ul style="list-style-type: none"> ❖ Ask pupils simple short-answer questions. ❖ Ask multiple choice questions. ❖ Ask true/false questions. ❖ Ask pupils to make illustrations on the categories of foods. ❖ Observe pupils' discussions and draw conclusion. | <p>Samples of food items from the subject corner.</p> <p>Food items brought in by the pupils.</p> <p>Food items brought in by the school market.</p> <p>Chart showing food classes and the sources.</p> |
| 6. Accident/First Aid | <p>After completing this topic, pupils should be able to:</p> | <ul style="list-style-type: none"> ❖ Teacher guides pupils to talk about accidents and what causes them. ❖ Teacher guides pupils to talk about accidents | <ul style="list-style-type: none"> ❖ Ask simple short-answer questions. | <p>Charts showing accidents spots.</p> |

| | | | | |
|--------------|---|---|--|---|
| | <ul style="list-style-type: none"> ❖ Discuss common causes of accidents in the home. ❖ Discuss common causes of accidents in the school. ❖ Talk about first aid treatment for bruises and cuts. | <p>occurring at home; e.g. getting a cut from a knife, falling down from a tree, a step or a stair, stepping on sharp or hot objects, etc.</p> <ul style="list-style-type: none"> ❖ Teacher guides pupils to talk about accidents on the way to school, and at school. E.g. car crash, hit by motor-bike, etc. At school- falling down when running, or from a tree, a cut from playing or fighting. ❖ Invite a police officer to give a talk on accidents on the road and how to avoid them. ❖ Teacher observes for pupils who have bruises and enquires on how they got them. ❖ Teacher guides pupils to demonstrate first aid treatment on bruises and cuts. ❖ Pupils are allowed to practice on first aid treatment on bruises and cuts. | <ul style="list-style-type: none"> ❖ Ask true/false questions. ❖ Observe pupils demonstrate first aid treatment for bruises and cuts. ❖ Observe pupils' discussion and draw conclusion. | <p>Clean water, soap, clean piece of white cotton cloth, bandages, cotton wool, plasters, first aid kit (or box), Police Officer or Community leader, Charts showing cuts or bruises.</p> |
| 7. Water | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Discuss and state the sources of water. ❖ Talk about the uses of water. ❖ Talk about the effects of using unsafe water, e.g. illnesses such as diarrhea, typhoid, cholera, etc. | <ul style="list-style-type: none"> ❖ Teacher guides pupils to talk about the different sources of water in the community, e.g. stream, well, rain, tap, dam, river, etc. ❖ Teacher asks pupils to list the uses of water in their homes; at school; and in the community. ❖ Teacher leads pupils to identify different sources of water by smelling, tasting, allowing to settle, etc. ❖ Teacher guides pupils to talk on the effects of using unsafe water, e.g. illness such as cholera, typhoid, diarrhea, etc. ❖ Teacher and pupils discuss which water is safe for use (for drinking, for laundering, for bathing, etc. | <ul style="list-style-type: none"> ❖ Ask simple short answer questions. ❖ Ask multiple choice questions. ❖ Ask true/false questions. ❖ Observe pupils' discussions and drawing conclusion. ❖ Asking pupils to compare different sources of water. | <p>Chart showing sources of water. Chart showing signs and symptoms of a cholera victim, diarrhea victim and typhoid victim.</p> |
| 8. Athletics | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Demonstrate skills in running, walking, and jumping activities. | <ul style="list-style-type: none"> ❖ Teacher demonstrates with pupils how to run in lanes. ❖ Teacher first, asks pupils to demonstrate running. ❖ Then teachers demonstrate running skills, correcting errors made by pupils. ❖ Teacher asks pupils to jump, first for distance. ❖ Teacher then demonstrates, beginning with | <ul style="list-style-type: none"> ❖ Ask short-answer questions. ❖ Ask true/false questions. ❖ Ask pupils to demonstrate | <p>Up-rights, Cross-bar, Baton, Whistle, Sand, Foam, take-off board,</p> |

| | | | | |
|--|---|---|--|--|
| | <ul style="list-style-type: none"> ❖ Identify implements used in running,, and jumping activities. ❖ Demonstrate use of implements in running and jumping activities. | <ul style="list-style-type: none"> ❖ approach run unto landing. ❖ Teacher demonstrates jumping for height, using simple technique. ❖ The pupils are asked to demonstrate jumping for height. ❖ Teacher guides pupils to name the implements used in running and jumping, e.g. cross-bar, uprights, etc. | <ul style="list-style-type: none"> ❖ running and jumping techniques. ❖ Observing pupils and drawing conclusions. | |
|--|---|---|--|--|

OUTLINE TEACHING SYLLABUS FOR THE FIRST STAGE OF BASIC EDUCATION –THIRD GRADE (CLASS 3) Term 3

| Suggested Topics/ Themes/Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning Teaching Resources |
|--------------------------------|---|---|--|--|
| 9. The Human Body | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Name the main parts of the human body. ❖ Discuss the organs found in each part. ❖ Talk about some organs function, e.g the ear for hearing, etc | <ul style="list-style-type: none"> ❖ Teacher introduces lesson by asking questions. ❖ Teacher asks pupils questions on their body parts, e.g. touch your head; your stomach; your nose; etc ❖ Teacher asks pupils to identify their body parts as each locates the parts named by the teacher. ❖ Teacher discusses with pupils the organs found in some of the body parts named; the head has the eye, nose, mouth, ears, etc. The chest has the ribs, lungs, heart, breast, etc. ❖ Pupils discuss in group, the organs found in various body parts. ❖ Teacher asks pupils to talk about the functions of the organs of the various body parts. ❖ Pupils form groups and discuss the functions of the organs of the various body parts. E.g. the eyes are used to see; the mouth is used to eat; the nose is used to smell, etc. | <ul style="list-style-type: none"> ❖ Ask short answer questions. ❖ Ask true/false questions. ❖ Ask multiple choice questions. ❖ Allow pupils to draw some body parts. ❖ Observe pupils discussion and draw conclusion. ❖ Give home work to pupils. | <p>Chart showing the parts of the body.</p> <p>Diagram of some organs such as the eyes the ears, the hand etc.</p> |
| 10. Rest and Sleep | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Discuss the importance of rest and sleep. ❖ Talk about the occasions and times to rest and sleep. | <ul style="list-style-type: none"> ❖ Teacher introduces the lesson on why people need to rest and sleep. ❖ Teacher asks questions on how they usually rest and sleep. ❖ Teacher organizes pupils in groups to talk about rest. ❖ Teacher introduces sleep and talks about why people need sleep. ❖ Pupils discuss in groups why they need sleep. ❖ Teacher discusses with pupils the appropriate times to sleep; e.g. at night after a tedious work, when sick, etc. | <ul style="list-style-type: none"> ❖ Ask short answer questions. ❖ Ask multiple choice questions. ❖ Observe pupils' discussions and drawing conclusions. ❖ Give pupils home work to do. | <p>Chart showing various ways of resting.</p> <p>Chart showing people at sleep.</p> |

| | | | | |
|-----------|--|--|--|--|
| 11. Drugs | <p>After completing this topic pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Define drugs. ❖ Talk about sources and use of drugs. ❖ Discuss about the effects of misusing drugs at home. | <ul style="list-style-type: none"> ❖ Teacher introduces lesson by describing and talking various types of drugs. ❖ Teacher asks pupils to identify some drugs that they know. E.g. from hospitals, pharmacy, herbs from bush, from leaves, roots and stems of plants, etc. ❖ Teacher asks pupils to talk about the sources of drugs they have named. ❖ Teacher guides pupils to define drugs. E.g. ‘any substance which we use to relieve pain, sickness and discomfort’. ❖ Teacher guides and observes pupils talk about various drugs such as those meant for healing wounds, relieving pain, and giving relief, etc. ❖ Teacher talks about drug safety at home among children- e.g. how children misuse drugs at home. ❖ Teacher encourages pupils to talk about the consequences of misuse of drugs. ❖ Pupils talk about/identify various ways of misusing drugs at home; e.g. drinking tablets not meant for one; taking more tablets than directed; taking drugs at the wrong time, etc. ❖ Pupils talk about the consequences of misusing drugs at home. E.g. death, further sickness, drowsiness, fainting, etc. | <ul style="list-style-type: none"> ❖ Ask pupils short answer questions. ❖ Ask multiple choice questions. ❖ Ask true/false questions. ❖ Watching pupils demonstrate signs of feeling pain. ❖ Watching pupils demonstrate preparation of local herbs into drugs, etc. ❖ Observing pupils and drawing conclusion. ❖ Give pupils home work to do. | <p>Samples of some drugs,</p> <p>Chart showing various types of drugs.</p> <p>Boxes of drugs in the subject corner,</p> <p>Boxes or packets of some drugs brought by the pupils.</p> |
| HIV | <p>Recognise that HIV is now treatable and people living with it can have productive lives</p> | <p>Ask pupils if they have heard of treatments for HIV Ask them to identify these Explain the importance of legitimate treatment under the supervision of suitable health professionals Explain that adherence is not easy but is very important</p> | <ul style="list-style-type: none"> ❖ Observation of discussion | <p>Pictures of packets of HIV related medications</p> |

PHYSICAL HEALTH EDUCATION

OUTLINE TEACHING SYLLABUS FOR THE SECOND STAGE OF BASIC EDUCATION –THE FOURTH STAGE - **CLASS 4 – TERM 1**

| Suggested Topics/Themes/Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning Teaching Resources (|
|--|---|--|---|---|
| 1. Measuring of Physical Health Education (PHE). | <p>By the end of the lesson, pupils should be able to:-</p> <ul style="list-style-type: none"> ❖ Define PHE. ❖ State the importance of PHE. ❖ Discuss the values of PHE e.g. mental, | <ul style="list-style-type: none"> ❖ Teacher discusses with pupils the meaning of PHE. ❖ Let the pupils state the activities they usually as PHE programmes. ❖ State the importance of PHE and its values. ❖ Discuss how PHE helps develop the mental, physical, social and emotional aspects of the | <ul style="list-style-type: none"> ❖ Ask short simple questions. ❖ Ask true/false questions. ❖ Ask multiple choice questions. ❖ Set simple quiz | <ul style="list-style-type: none"> - Text-books - Pamphlets |

| | | | | |
|--|---|---|---|--|
| | physical, social & emotional aspects | individual. ❖ Teacher divides pupils into groups to discuss the values of PHE; one group to discuss, for e.g. the physical value, another to discuss the mental, etc. | based on the topic. ❖ Observe pupils discussions and draw conclusion. ❖ Give home work to pupils. | |
| 2. Fundamental movement. | after completing this topic, pupils should be able to: ❖ Different shapes with their body. ❖ Balance with different parts of the body. ❖ Transfer body weight from one part to the other. ❖ Perform simple gymnastics e.g. twisting and turning, dance etc. | ❖ Teacher starts with warming up activities such as jogging, twisting, bending, etc. ❖ Teacher discusses and demonstrates simple shapes with the body. ❖ Pupils do some shapes and weight bearing and simple gymnastics e.g. cast wheel, types of movement from one point to the other without running or walking. ❖ Pupils are guided to demonstrate two or more combined weight bearing skills, e.g. from the head to the hands, and to the back, etc. | ❖ Ask pupils to demonstrate. ❖ Observe pupils demonstrate and draw conclusion. ❖ Ask simple questions about their feelings to the exercises. | Playground Whistle Mattresses Foams |
| 3. Games Rescue Relay Tunnel Relay) | After completing this topic, pupils should be able to: ❖ Define minor games. ❖ State examples of minor games, such as rescue relay, mini football, balance-ball, etc. ❖ Play the named minor games. ❖ Demonstrate the main skills in the minor games. | ❖ Teacher guides pupils to warming up exercises, e.g. stretching, jogging, etc, ❖ Teacher explains what minor games are. ❖ The pupils are asked to name some minor games they know, e.g. mini football, balance-ball, chairball, Rounders, etc. ❖ Teacher introduces a minor game (Rescue relay). ❖ Teacher demonstrates how rescue relay is played. ❖ Teacher divides class into groups and observes pupils play rescue relay. ❖ Teacher does same for 'Tunnel relay'. ❖ The pupils demonstrate how to play each of the minor games. ❖ Teacher guides the pupils to explain the rules for each game. | ❖ Ask the pupils to warm up around. ❖ Observe the pupils play the games based on the rules. ❖ Asks pupils questions on their feelings to the game. ❖ Observe pupils reactions and draw conclusion. | - Safe playground - Batons balls - Different colour ribbons - Whistle |
| 4. HYGIENE (Personal + Environmental) | After completing this topic, pupils should be able to: ❖ Define personal and environmental hygiene. | ❖ Teacher introduces lesson with questions. ❖ Teacher does some personal hygiene activities and asks pupils to say what they see. ❖ Teacher discusses with pupils the terms | ❖ Ask short answer questions. ❖ Ask true/false questions. | - Text-book - Brooms chart on - Type of toilet |

| | | | | |
|---|--|--|---|--|
| | <ul style="list-style-type: none"> ❖ Discuss how to care for the body e.g. teeth, hands, feet, mouth hair etc. ❖ Define the term food hygiene. ❖ Discuss how to achieve food hygiene. ❖ Define Refuse disposal and state the types of refuse. ❖ Discuss methods of refuse disposal. ❖ Define the term sewage and sewage disposal. ❖ Types of Toilets or Latrines. | <p>Hygiene, types of hygiene.</p> <ul style="list-style-type: none"> ❖ Teacher encourages pupils to define personal hygiene. ❖ Teacher guides pupils to give and demonstrate personal hygiene practices. E.g. washing hands, brushing the teeth, combing the hair, etc. ❖ Teacher does some environmental hygiene activities and asks pupils to identify his actions, e.g. sweeping the yard, dusting chairs, etc. ❖ Teacher guides pupils to talk on food hygiene practices, e.g. washing food before eating, covering food, cooking food properly, etc. ❖ Teacher guides pupils to talk about and define 'Refuse disposal'. ❖ The pupils are guided to name methods Refuse disposal, e.g. burning, burying, throwing in trash cans (or dust bins), throwing in landfills, etc. ❖ Teacher guides pupils to talk about sewage disposal. ❖ The pupils are guided to discuss the types of sewage disposal, e.g. toilet bailer vehicle, septic tank, manual disposal by night-soil men, etc. ❖ Teacher guides pupils to discuss how to take care of their toilets, e.g. scrubbing daily, covering, disinfecting, etc. ❖ | <ul style="list-style-type: none"> ❖ Ask multiple choice questions. ❖ Set simple quiz based on the topics. ❖ Listen to pupils' discussions ❖ Allow pupils to demonstrate personal hygiene practiced ❖ Ask/observe pupils demonstrate environmental hygiene practices. ❖ Observe group discussions and draw conclusion. ❖ Give home work to pupils. | <ul style="list-style-type: none"> - Dust bins - Tooth brush - Paste - Shaven Stick - Ashes water - Soap, sopo - Scrubbing brush |
| <p>TERM 2 5. Foods and Nutrition</p> | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Define foods and nutrition. ❖ Classify the food nutrients. ❖ State the groups of food nutrient and where to obtain each e.g. 'go' food-energy providing; 'Grow' food and the 'glow' food. ❖ State methods of preparing food and how | <ul style="list-style-type: none"> ❖ Teacher introduces lesson with discussion on the meaning of food and nutrition. ❖ Pupils are asked to name some foods in the community. E.g. rice, fish palm oil, vegetables, etc. ❖ Teacher guides pupils to state reasons for eating food. ❖ Teacher guides discussions on the types of nutrients, e.g. carbohydrates, protein, fats and oil, vitamins, etc. ❖ The pupils are guided to give sources of the nutrients; e.g. carbohydrates – rice, bread, cassava, etc; protein - fish, meat, egg, beans, etc. | <ul style="list-style-type: none"> ❖ Ask short answer questions. ❖ Ask true/false questions. ❖ Ask multiple choice questions. ❖ Set quiz based on the topics discussed. ❖ Guide and listen to pupils' discussions. ❖ Observe discussions and draw conclusion. ❖ Give home work to pupils. | <ul style="list-style-type: none"> - Samples of common food eaten at home e.g. rice, beans, potatoes, bananas fish, groundnut cassava etc. Chart showing classes of foods with examples. |

| | | | | |
|--|---|--|--|---|
| | <p>food can be contaminated.</p> <ul style="list-style-type: none"> ❖ Explain how food can be protected and preserved. | <ul style="list-style-type: none"> ❖ Teacher guides pupils to classify foods into 'Go', 'Grow' and 'Glow' foods. ❖ The pupils are placed into groups to give examples of 'Go', 'Grow', and 'Glow' foods. E.g. Go foods – rice yam, bread, cassava, etc; Grow foods – meat, fish, milk, beans, chicken, etc; Glow foods – pawpaw, milk, cheese, cucumber, mangoes, oranges, etc. ❖ Teacher guides pupils to state the various methods of preparing (cooking) foods, e.g. boiling, roasting, steaming, grilling, frying, baking, etc. ❖ Teacher divides class into groups to discuss methods of preparing foods with examples. ❖ Pupils are guided to present their discussions. ❖ In groups, pupils discuss various ways of protecting foods from contamination, e.g. covering, keeping in freezers, etc. ❖ In groups pupils discuss various ways of preserving foods, e.g. drying, salting, keeping in freezer, canning, etc. | | |
| <p>6. WATER Sources, Uses , How water contaminated Purification and some diseases related to water.</p> | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Name the sources of water. ❖ List the uses of water. ❖ State how water is contaminated and how to purify water. ❖ State common disease related to water. | <ul style="list-style-type: none"> ❖ Teacher guides pupils to discuss the following: Uses of water; and Sources of water. ❖ The pupils are asked to give the sources and to state what they can be used for; e.g. tap water – for drinking and cooking; well water – for bathing, cleaning, washing clothes, etc. ❖ Teacher divides class into groups to discuss various ways of contaminating water. ❖ Group leaders make presentations of discussions. ❖ Teacher guides pupils on how to purify water. ❖ Class discuss in groups various ways of purifying water. E.g. boiling, filtering, adding chlorine or alum, etc. ❖ Teacher demonstrates with pupils how to purify water. ❖ Teacher guides pupils to state some diseases related to water, e.g. cholera, typhoid, diarrhea, | <ul style="list-style-type: none"> ❖ Ask short answer questions. ❖ Ask true/false questions. ❖ Ask multiple choice questions. ❖ Ask pupils to draw sources of water. ❖ Set quiz on the stages of purifying water. ❖ Observe class discussions. ❖ Observe demonstrations of activities. ❖ Observe presentations and | <ul style="list-style-type: none"> - Charts showing Source of water. - Chart showing stages of purifying water. |

| | | | | |
|--|--|---|--|---|
| | | <p>etc.</p> <ul style="list-style-type: none"> ❖ Teacher selects one (cholera); and guides pupils to identify the mode of transmission, signs and symptoms, treatment and preventive. | <ul style="list-style-type: none"> ❖ draw conclusion. ❖ give | |
| 7. Accident/First Aid | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Define Accident and First Aid. ❖ State the importance of first aid. ❖ State values of first aid training. ❖ Give first aid treatment for Burns and Scalds. ❖ Name some accident spot at home and community. ❖ Tell the values of zebra crossing signs | <ul style="list-style-type: none"> ❖ Teacher introduces lesson by bringing in stories of accidents and first aid. ❖ Teacher guides pupils to identify issues of accidents and first aid in the stories. ❖ Teacher discusses with the pupils the meaning of Accident and First Aid. ❖ The pupils are guided to state the importance of first aid. ❖ Teacher guides pupils to give reasons for undertaking first aid, e.g. to save life, etc. ❖ Teacher demonstrates instances of burns and scald using the pupils as example. ❖ Teacher guides pupils to demonstrate how to give first aid for burns and scalds. ❖ Individual pupils are encouraged to demonstrate the first aid treatment for burns and scalds. ❖ Teacher asks pupils to identify accident spots in the home; e.g. stairs (steps), kitchen, toilets, gutters, etc. ❖ Teacher introduces safety of crossing on the road. ❖ Teacher describes zebra crossing points for pupils. ❖ Teacher demonstrates the rules of crossing on the zebra; 'look left, look right, then look left again, and cross quickly'. ❖ The pupils demonstrate the zebra crossing rules as demonstrated by the teacher. | <ul style="list-style-type: none"> ❖ Ask short answer questions. ❖ Ask true/false questions. ❖ Ask multiple choice questions. ❖ Set quiz for the pupils. ❖ Ask pupils to demonstrate skills learnt. ❖ Observe pupils demonstration and draw conclusion. ❖ Give home work to pupils. | <ul style="list-style-type: none"> - Chart show accident spots at house and community. - Chart on how a child is treated with burns and scalds. - Chart showing the use of the zebra-crossing. |
| 8. Athletics Definition Types of athletic | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ To define the term Athletics. ❖ State the types of Athletics. ❖ List the event for track | <ul style="list-style-type: none"> ❖ Teacher introduces lesson through warming up activities. ❖ Teacher describes various sporting programmes for pupils to identify, e.g. running, long jump, high jump, throwing events, etc. ❖ Teacher guides pupils to define athletics. Running, jumping and throwing sporting | <ul style="list-style-type: none"> ❖ Ask short answer questions. ❖ Ask true/false questions. ❖ Observe pupils' demonstrations ❖ Ask multiple choice | <ul style="list-style-type: none"> - Tex-books - Safe playground. - Equipment for field event - Improvised equipment, |

| | | | | |
|--|---|--|---|--|
| | <p>athletics.</p> <ul style="list-style-type: none"> ❖ List the event for field athletic. ❖ Name the jumping events. ❖ Name the throwing events. ❖ Define sprinting. ❖ List some the sprinting events. ❖ Demonstrate one jumping event, one throwing event and one running event. | <p>activities.</p> <ul style="list-style-type: none"> ❖ Teacher guides pupils to state the divisions of athletics – Track and Field athletics. ❖ Pupils are divided into groups to identify events meant for tracks and events meant for field. E.g. track events- 100m, 200m, 800m, 1,500m etc and field events-long jump, high jump, shot put, javelin, etc. ❖ Teacher demonstrates the sprinting events; then guides pupils to define sprinting. ❖ Teacher guides pupils to demonstrate a sprint race. ❖ Teacher does a demonstration of a long jump. ❖ Pupils are encouraged to demonstrate the long jump, using simple technique. | <p>questions.</p> <ul style="list-style-type: none"> ❖ Observe pupils discussions. ❖ Ask pupils to demonstrate skills and draw conclusion. | <p>e.g. uprights, cross-bar shots, etc.</p> <ul style="list-style-type: none"> - Whistle. - Take-off board, etc |
| <p>TERM 3 9. The Human Body</p> | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Identify the common parts of the body. ❖ State the functions each part. ❖ Explain how they take care of their body. | <ul style="list-style-type: none"> ❖ Teacher introduces lesson with questions. ❖ Teacher guides pupils to identify the parts of the body. ❖ The pupils turn to each other and identify their body parts. ❖ Teacher guides pupils to state the function of each part. ❖ The pupils in group discuss how to take care of each part, e.g. skin, hands mouth etc. ❖ Teacher guides pupils to demonstrate how to care for some of their body parts, e.g. skin, mouth, nails, hair, etc. ❖ Teacher guides pupils to list the items used to care for the skin, hands, mouth, teeth etc. | <ul style="list-style-type: none"> ❖ Ask simple short questions. ❖ Ask true/false questions. ❖ Set quiz for the pupils to do. ❖ Watch/observe pupils dramatize. ❖ Observe pupils discussions and draw conclusion. ❖ Give home work to the pupils. | <p>Chart showing the parts of the human body.</p> <p>Chart showing the functions of each part.</p> <p>Soap, water, 'sapo', tooth paste, comb, tooth brush, nail cutter, Vaseline or body lotion.</p> |
| <p>10. DRUGS</p> | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Learners to define the term drugs. ❖ List the type of drugs. ❖ List some useful drugs and harmful drug. ❖ List the effects of drugs. | <ul style="list-style-type: none"> ❖ Teacher displays a series of drugs for pupils to see. ❖ Teacher guides pupils to talk about the uses of these drugs, e.g. to cure pain, to heal wounds, to give relief, etc. ❖ Teacher guides pupils to give a definition for drugs. ❖ Teacher guides pupils to state the types of drugs (useful and harmful). ❖ Pupils are put into groups to identify/categorize drugs into useful and harmful. ❖ Group members are guided to list some useful and harmful drugs. | <ul style="list-style-type: none"> ❖ Ask short answer questions. ❖ Ask true/false questions. ❖ Ask multiple choice questions. ❖ Set the pupils in groups and observe group discussions. ❖ Observe pupils | <p>Chart showing useful and harmful drugs.</p> <p>Another chart showing the effects of harmful drugs.</p> |

| | | | | |
|---------------------------|---|---|---|---|
| | | ❖ Teacher guides pupils to explain the effects of harmful drugs. | presentations and draw conclusion. | |
| 11. Rest and Sleep | After completing this topic, pupils should be able to: ❖ Define rest and sleep. ❖ Discuss the reasons for rest. ❖ Discuss the reasons for sleep. | ❖ Teacher introduces lesson through questioning. ❖ Teacher guides pupils to give instances and ways of resting ❖ Teacher guides pupils to define rest; e.g. an absence of emotion and inactivity; a relief from anything demanding work, etc. ❖ Teacher guides pupils to define sleep; e.g. rest of the body with no conscious thought; a state of putting the body into subconscious state of rest. ❖ The pupils discuss reasons why they need to rest and sleep. ❖ Teacher guides discussion on the importance of sleep. | ❖ Asking short answer questions. ❖ Asking true/false questions. ❖ Asking multiple choice questions. ❖ Observing pupils discussions and drawing conclusion. | Chart showing someone resting. Chart showing someone sleeping. |
| HIV | Define HIV and AIDS Distinguish between HIV and AIDS Identify the main modes of HIV transmission Identify how HIV transmission can be prevented | Ask pupils what the terms HIV and AIDS mean Correct any errors Explain the difference between HIV and AIDS Explain how HIV is diagnosed ((i.e. testing) Identify the modes of HIV transmission Talk also about the importance of hygiene and sterilization in preventing blood to blood transmission, not only of HIV, but also of other more infectious diseases such as hepatitis which can occur through using contaminated instruments (such as blades and needles) Identify how HIV transmission can be prevented | Invite a speaker from an HIV self-help group | Our Future (grade 4-5) Reference material: p.111-3 Understanding HIV and AIDS |

PHYSICAL HEALTH EDUCATION

CLASS 5 TERM I

| Suggested Topics/Themes /Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning Teaching Resources |
|--------------------------------|--|---|---|--|
| 1. Meaning of PHE | After completing this topic, pupils should be able to: <ul style="list-style-type: none"> ❖ Define PHE. ❖ State the Aims of PHE ❖ State the Objectives of PHE. ❖ State the types of Objectives | <ul style="list-style-type: none"> ❖ Teacher discusses with pupils the meanings of PHE. ❖ Teacher guides pupils to identify the activities usually done in PHE lessons. E.g. playing games, athletics, gymnastics, etc. ❖ Teacher guides pupils to state the aims and objectives of PHE. ❖ Teacher groups pupils to discuss the aims of PHE. ❖ Teacher explains the types of objectives. | <ul style="list-style-type: none"> ❖ Ask short answer questions. ❖ Allow some pupils to state their own definition ❖ Ask true/false questions. | Text books Pamphlets |
| 2. Fundamental Movement | After completing this topic, pupils should be able to: <ul style="list-style-type: none"> ❖ To define the term Locomotor. ❖ State the Locomotor skill and non locomotor skills ❖ Demonstrate some locomotor and non locomotor skills. | <ul style="list-style-type: none"> ❖ Discuss the definition of locomotor ❖ They are building blocks for all specialized skills in games, dance and gymnast e.g. Walking, running, leaping, jumping, Hopping, skipping sliding, Dodging. ❖ Non locomotor e.g. Bending stretching, swinging Twisting, Turning, pushing, pulling | <ul style="list-style-type: none"> ❖ Give task to pupils, to test their level of practice. ❖ Allow pupils to demonstrate the locomotor skill and non locomotor skills. ❖ Observe pupils demonstration and draw conclusion. | Safe play ground Skipping rope Whistle Foam, Mat, |
| 3. GAMES (Fair Game) | After completing this topic, pupils should be able to: <ul style="list-style-type: none"> ❖ Organize the pupils and game situation e.g. soccer, chairball skittle ball, Rounders. ❖ Emphasize the basis rules for each game. Let them show | <ul style="list-style-type: none"> ❖ Discuss with pupils the essence of fair play in sports. ❖ Let them be in teams for each game . ❖ Emphasize the basic rules for each game. ❖ Let the observe health precautions. | <ul style="list-style-type: none"> ❖ Ask pupils to explain. ❖ Observe pupils play according to rules. ❖ Let children clean up after each game before going to class. | Balls, games tunic, correct goal pock for chair ball game Bats, Tennis balls Water and soap. |

| | | | | |
|------------|--|---|--|---|
| | attitude of fair play in each game. | | | |
| 4. Hygiene | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ State simple rules for keeping their homes clean and safe. ❖ State the type dress used in cold and hot weather. ❖ Talk about the importance of clothing to the body. | <ul style="list-style-type: none"> ❖ Teacher introduces lesson by asking simple questions. ❖ Teacher guides pupils to list simple rules for keeping the environment clean e.g. do not litter the area. ❖ Teacher guides pupils to prepare a dust bin within their communities. ❖ Keeps all solid waste materials e.g. papers, empty tins, leaves, used batteries, plastics properly disposed of. ❖ Keep gutters free from all things that may prevent water from free flow. ❖ Keep human and all animals waste in its proper place. ❖ Let pupils name the type of dress they use for each weather. | <ul style="list-style-type: none"> ❖ Ask pupils short answer questions. ❖ Ask pupils true/false questions. ❖ Ask pupils to list on a piece of paper the rules for keep the communities clean. ❖ Let them name the type of for cold and hot weather. ❖ Observe discussions and carefully draw conclusions. | <p>Text books pamphlets.</p> <p>Pupils' community elders.</p> |

Class 5 - TERM 2

| Suggested Topics/ Themes/Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning Teaching Resources (Core Supplementary) |
|--------------------------------|--|---|--|---|
| 5. Foods and Nutrition | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Define the term Nutrition. ❖ Name types and sources of nutrients ❖ Discuss some food Taboo e.g. Protein, fats and oils, carbohydrates, | <ul style="list-style-type: none"> ❖ Teacher discusses with pupils the term nutrient, e.g. food nutrients are chemical substances obtained the food we eat. ❖ Let pupils name the food nutrients. E.g. carbohydrates, protein, vitamins, etc. ❖ Teacher guides another group to name the foods from which each nutrient is obtained e.g. Rice, cassava, meat, eggs, fish, oranges, banana, milk, butter, tomato, beans | <ul style="list-style-type: none"> ❖ Ask short answer questions. ❖ Ask true/false questions ❖ Set quiz for pupils. Name two foods from which the nutrient are obtained. | <p>Text books Pamphlets</p> <p>Types of food e.g. cassava Rice orange, banana, fish, eggs, milk, butter etc</p> |

| | | | | |
|------------------------|---|---|--|--|
| | minerals, vitamins, water and Roughage | | | |
| 5, Food Taboo | ❖ Teacher guides pupils to define the term Taboo. | <ul style="list-style-type: none"> ❖ Let pupils name the type foods they don't like and why. ❖ Tell pupils that some foods do react to some people where they eat that food e.g experience rash on the body, diarrhea, chest pain, stomach pain etc. | <ul style="list-style-type: none"> ❖ In a quiz let pupils name two foods they don't like. ❖ State the reactions they experience for eating such foods. | Text books Pamphlets Chants Showing Foods that may be Taboo to some people |
| 6. Water | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Name some of the diseases related to water e.g. Diarrhea, typhoid, cholera etc. ❖ Talk about vectors and pests. ❖ Discuss how to prevent flies, cockroaches, rats etc from their homes. | <ul style="list-style-type: none"> ❖ Discuss with pupils some of the diseases related to water. ❖ State how to prevent insects like flies, mosquitoes, rats, cockroaches within their homes. ❖ Discuss how to prevent diseases related to water | <ul style="list-style-type: none"> ❖ Let pupils state the diseases related to water. ❖ List some pests in their homes. ❖ State how to prevent such pests at home. ❖ State how to protect their drinking water at home. | Charts showing pests and vectors |
| 7. Accidents/First Aid | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Define the term first aid. ❖ State the importance of first aid. ❖ Talk about first aid treatment for bites e.g. snakebite, cat bite, dog bite and stings like scorpion or insects. | <ul style="list-style-type: none"> ❖ Discuss with pupils the meaning of First Aid, the importance of First Aid. ❖ How to render treatment for snake bite. TREATMENT FOR SNAKE BITE- ❖ Kill the snake if possible Handle it only by tail. ❖ Give it to doctor when you arrive at the hospital ❖ Quickly tie the upper part of the limb neatly. ❖ The tie can made with anything handy like piece of rope, a piece of cloth torn from a slant or dress, shoe lace, etc. ❖ The tie should be tight enough to stop the flow of blood into the heart, but not tight enough to stop blood into arteries. ❖ This help to stop poison getting into the heart. ❖ To test is arterial blood is flowing, a pulse beat | <ul style="list-style-type: none"> ❖ Ask pupils why must the patient be kept still? ❖ Why should the victim be kept warm? ❖ Why do you tie the upper part of affected limb? ❖ Why should you cut the affected area? ❖ Why should you release the tie after every 15 minute? | Text book pamphlets Chart showing first aid rendering treatment Sharp objects, e.g. blade, broken bottle pen knife. |

| | | | | |
|--------------|--|---|---|---|
| | | <ul style="list-style-type: none"> ❖ must be felt at the risk or ankle. ❖ Wash the wound with if possible without rubbing. ❖ Hang the limb downward. ❖ Cut the affected area with blade or any sharp instrument for blood to flow out. ❖ The cut should be made vertically. ❖ Release the tie every 15 minutes. ❖ Keep casualty at rest and warm. ❖ Give hot coffee or tea and aspirin if available. ❖ Get medical help | | |
| 8. Athletics | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Name the skills use in long jump and High jump events. ❖ Give illustrations for long jump pit, High jump stance and baton exchange. ❖ Demonstrate skills in relay racing. E.g. baton exchange. | <ul style="list-style-type: none"> ❖ Teacher introduces lesson with warming up exercises e.g. jogging, stretching, hopping, etc. ❖ Teacher discusses with the pupils the skills used in long jump and high jump events. E.g. the hang skill in long jump and the western roll in high jump. ❖ Teacher does simple demonstration of the skills mentioned. ❖ Make simple illustrations of long jump pit high jump stance. ❖ Teacher arranges pupils for demonstration of baton exchange in relay racing. ❖ Teacher does series of practices of baton exchange. ❖ Teacher guides pupils to discuss the sectors and apparatus used in both long jump and high jump events. | <ul style="list-style-type: none"> ❖ Ask short simple questions. ❖ Ask true/false questions. ❖ Get the pupils out to the playground to demonstrate the skills e.g. the sail, hang, hitch-kick (in long jump) and the Western roll, scissors, straddle and Fosbury flop (in high jump). ❖ Observe pupils' demonstration and draw conclusion. | <p>Chart showing long jump pit . High jump space, Athletes doing baton exchange, Batons (or short sticks), Take-off board, Playground, Whistle.</p> |

Class 5 - Term 3

| Suggested Topics/Themes/Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning Teaching Resources |
|-------------------------------|---|--|--|---|
| 9. The Human Body | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ List the organ of the human body. ❖ State the functions of each organ. | <ul style="list-style-type: none"> ❖ Teacher introduces lesson with questioning skills. ❖ Teacher asks each pupil to name one organ of his or her body. ❖ Teacher writes the organs on the blackboard. ❖ Teacher guides pupils to state one function of the named organ. E.g. the eyes – to see; | <ul style="list-style-type: none"> ❖ Ask short answer questions. ❖ Ask true/false questions. ❖ Prepare short quiz for the pupils to do. ❖ Allow pupils to make | <p>Chart showing the different organ of the body. Chart showing postural defects.</p> |

| | | | | |
|------------------------------------|---|--|---|--|
| | <ul style="list-style-type: none"> ❖ Discuss some postural defects in the human body. | <p>the tongue – to taste, etc.</p> <ul style="list-style-type: none"> ❖ Teacher demonstrates some postural defects such as wrong or defected walking, and sitting postures. ❖ Teacher guides pupils to give reasons for such defects. ❖ Pupils discuss in groups practices they should undertake to avoid postural defects. | <p>illustrations.</p> <ul style="list-style-type: none"> ❖ Pupils demonstrate postural defects. ❖ Observe pupils and draw conclusion. | |
| 10. Drugs (Drug Abuse, and misuse) | <p>After completing this topic pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Define drugs . ❖ State reasons for talking drugs. ❖ State the categories of drugs. ❖ Talk about the effects of drugs abuse and drug misuse. | <ul style="list-style-type: none"> ❖ Teacher introduces lesson by asking pupils to define drugs in their own way. ❖ Teacher discusses with pupils the meaning of drugs. E.g. Drug is any chemical substance that alters either the mind or the body. ❖ State reasons for taking drugs e.g. To ease peer pressure; to satisfy curiosity; to relieve boredom; to hurt self or others, to get confidence, etc. | <ul style="list-style-type: none"> ❖ Ask pupils short answer questions. ❖ Ask true/false questions. ❖ Observe group discussions. ❖ Ask pupils to dramatize. ❖ Ask pupils to perform skits on the issues. | <p>Chart showing types of drugs Chart showing Useful and harmful drugs</p> |
| | <ul style="list-style-type: none"> ❖ Define Drug Abuse misuse and Disuse. ❖ List the types of drugs e.g. prescription Drugs and over-the counter drugs. | <ul style="list-style-type: none"> ❖ Discuss with pupils the meanings of drug abuse misuse and Disuse: Abuse= To use wrongly; MISUSE= To use improperly; DISUSE= Lack of use stop the use. | <ul style="list-style-type: none"> ❖ Observe group discussion and draw conclusions | Text books pamphlets |
| (Types of drugs) | <ul style="list-style-type: none"> ❖ Tell what over the-counter drugs are and what prescription drugs are. | <ul style="list-style-type: none"> ❖ Discuss with pupils the different types of drugs e.g. Over- the-counter drugs-these can be easily obtained from anywhere without a prescription. PRESCRIPTION DRUGS- These require a specialist to issue a form called prescription for the patient before getting the drugs | <ul style="list-style-type: none"> ❖ Allow pupils to demonstrate the purchase of Over-the-Counter and Prescription drugs. | Chart with the different types of drugs. |
| | <ul style="list-style-type: none"> ❖ Suggest means or ways of controlling drug use. | <ul style="list-style-type: none"> ❖ Teacher allows the pupils to state what they feel about the control of drug use, e.g. getting users to know the dangers of drug in the body, Sanction the unlawful use of drugs, etc. ❖ Let the pupil's state other ways-of controlling drug use. | <ul style="list-style-type: none"> ❖ Ask pupils to dramatize skits or role-plays on control of drug abuse. | Text books pamphlets |

| | | | | |
|---------------------------|--|--|--|--|
| <p>14. Puberty</p> | <p>Respect the right of self and others to personal space and privacy Recognise the difference between good and bad touch Feelings and self-esteem Understand and demonstrate the role played by traditional practices and initiation ceremonies (including FGM) in relation to puberty. Identify major changes male and female bodies undergo throughout life Define puberty Describe the process of puberty for boys and girls Identify the key respective dimensions of puberty (physical, emotional, social, cognitive) for boys and girls Acknowledge - in self and others -the internal and external effects of puberty Recognise that the visible features of puberty can be especially challenging (e.g. those with disabilities, intersex) Resist efforts to tease or stigmatise others Challenge attempts by others to shame those undergoing puberty Identify social rituals and rites that mark sexual maturity for girls and boys respectively, including traditions which may be harmful such as FGM</p> | <p>Introduce the ideas of human and children’s rights as a necessary prelude to discussing sex and sexuality Talk about the fundamental right to control over one’s own body and the role of feelings and self-esteem in influencing subsequent behaviour Talk about traditional practices and how these might affect the body and future relationships (This should be done in single sex groups) Introduce the lesson by explaining that throughout life, our bodies change. Illustrate this with images of babies, toddlers, young children, older children, young people, adults, older people. Ask students to identify the physical differences they see from one stage to the next What do these differences mean in terms of what the person can do? How they feel? What they think about? Puberty is the name for the time when our bodies go through a series of changes in preparation for adulthood. Illustrate these changes with suitable models or images Body mapping (drawing the outline of real-size male and female bodies – using volunteers lying on large sheets of paper on the floor and drawing around them) Ask pupils to mark on the outline the parts of the body where the changes associated with puberty occur You can also use these as reference items for further activities about the body and development Explain why puberty might be more challenging for some people than others Give examples of teasing, bullying and shaming related to puberty ❖ Ask pupils to brainstorm or role-play constructive ways of responding to these</p> | <p>Observation of discussion p.55-6 Activity 2, 3 + 4 p.60 Activity 1+ 2 Ask pupils (in single sex groups) to debate issues relating to traditional practices, including FGM Quiz on changes associated with puberty for boys and girls To include questions on:</p> <ul style="list-style-type: none"> • Defining puberty • Male and female bodies and puberty • Physical, emotional, cognitive and social changes associated with puberty • Differences between sex and gender <p>Observation of discussion Role plays Activity: p.38 Changes in boys and girls Activity p.37 on body mapping ❖ Observation of discussion</p> | <p>Our Future Grade 4-5: p.19-33 reference material and trigger images in children’s rights, good and bad touch and abuse p.53-54 reference material on feelings p.58-59 on self-esteem Illustrations of male and female bodies at different key stages: birth, puberty, adulthood (include pregnant and non-pregnant women), old-age large sheets of paper Marker pens Cards or smaller bit of paper to use as labels</p> <p>Our Future: p. 36 Reference material on physical changes at puberty</p> <p>Our Future: models of male (p42-44) and female reproductive systems (p39-41) menstruation (p45-46) and wet dreams (p50-52)</p> |
|---------------------------|--|--|--|--|

| | | | | |
|--|---|---|--|-------------------------|
| | | | | |
| 11. Rest and Sleep (Exercise and fatigue) | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Talk about exercise and fatigue. ❖ Discuss the importance of rest and sleep. E.g. During sleep growth hormones are released into the blood stream for growth and to maintain health, etc. ❖ Discuss the importance of exercise. | <ul style="list-style-type: none"> ❖ Teacher introduces lesson with questioning. ❖ Teacher guides pupils to give two reasons for sleeping and resting. E.g. State two reasons for exercise. ❖ Teacher guides pupils to define the term 'Fatigue'. Define the term fatigue – a state of tiredness from work, etc. ❖ Teacher encourages pupils to talk about the importance of rest. E.g. REST- To support human life; To prevent personality disturbances; To prevent loss of coordination; To enhance concentration etc. ❖ Teacher discusses with pupils the importance of sleep and rest. | <ul style="list-style-type: none"> ❖ Ask short answer questions. ❖ Ask true/false questions. ❖ Allow the pupils to explain why they sleep. ❖ Set quiz for pupils. ❖ Observe pupils discussion and draw conclusion. ❖ Give home work to pupils. | Text books Pamphlets |
| | | <ul style="list-style-type: none"> ❖ Discusses with pupils, the importance of exercise in the human body e.g. Exercise reduces the rest of developing heart diseases; To prevent arteries from hardening; to Prevent hypertension; it ❖ The pupils in group work give more importance of exercise, e.g. reduces the level of fatty deposits in the blood stream, etc. | | Text books pamphlets |
| HIV | <p>Define stigma and discrimination Recognise instances of HIV-related stigma and prejudice Identify personal impact of living with HIV and need for support</p> | | Our Future (Grade 6-7) Resource Material on stigma p.105-6 Discrimination game p.107 | Our Future (Grade 6-7) |

PHYSICAL HEALTH EDUCATION

OUTLINE TEACHING SYLLABUS FOR SECOND STAGE OF BASIC EDUCATION (CLASS 6) Term 1

| Suggested Topics/Themes /Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning Teaching Resources |
|--------------------------------|--|---|---|---|
| 1. The Meaning of PHE | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Define the term PHE. ❖ Discuss the definition of PHE. ❖ Discuss the importance of PHE | <ul style="list-style-type: none"> ❖ Teacher introduces topic by asking questions on PHE. ❖ Teacher guides pupils to state the activities done in PHE such as games, athletics, gymnastics, swimming, diseases, first aid, etc. ❖ Teacher guides pupils to state a definition for PHE, e.g. 'it is the part of the general education for the total development of the individual' or 'it is the total development of individual in all aspects through physical activities', etc. ❖ Teacher guides pupils to make definitions of their own. ❖ Teacher and pupils discuss the meaning and implication of the definition of PHE. ❖ Teacher guides pupils to discuss the importance of PHE, e.g. it helps one to be physically fit; it teaches one how to play games; it develops one's body; it enables one to use leisure time profitably. | <ul style="list-style-type: none"> ❖ Ask pupils short answer questions. ❖ Ask pupils true/false questions. ❖ Set pupils in groups to discuss various aspects of PHE, e.g. the physical, social, mental, and emotional, etc. ❖ Observe pupils discussions and draw conclusion. | <p>Charts of people involved in different sporting activities.</p> |
| 2. Fundamental Movement | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Demonstrate activities in traditional gymnastics. E.g. forward roll, Cartwheel, etc. ❖ Demonstrate activities in Modern Educational Gymnastics. E.g. moving the body various ways, balancing in different forms etc. ❖ Talk about the value of gymnastics to the individual. | <ul style="list-style-type: none"> ❖ Teacher introduces lesson with warming up activities, e.g. jogging, stretching, bending, etc ❖ Teacher demonstrates activities of traditional gymnastics such as forward roll, cartwheel, etc. ❖ Teacher stress teaching techniques/rules in performing some traditional gymnastics, e.g. Forward roll – stand with feet together; be in a crouch position; place hands on the mat; tuck your head to the chest; raise your hips; roll over; jump to a stand. Etc. ❖ Teacher asks pupils to demonstrate other | <ul style="list-style-type: none"> ❖ Ask short answer questions. ❖ Ask pupils to demonstrate. ❖ Ask pupils to perform movements of varied patterns and forms. ❖ Ask pupils to perform varied ways of balancing their bodies. | <p>Mat Foam, Mattress,</p> <p>Whistle, boards, playground,</p> <p>Skipping ropes.</p> |

| | | | | |
|------------|---|---|---|--|
| | | <p>ways of moving apart from walking; e.g. hopping, rolling, crawling, jumping, etc.</p> <ul style="list-style-type: none"> ❖ Pupils demonstrate ways of moving in various forms. ❖ Teacher guides pupils to discuss/talk about the value of gymnastics to the individual, e.g. it improves flexibility; it develops the body; it enhances creativity, etc | <ul style="list-style-type: none"> ❖ Observe pupils' demonstration and draw conclusion. | |
| 3. Games | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Demonstrate skills in soccer such as kicking, heading, shooting, etc. ❖ Demonstrate skills in Chair ball such as throwing-and-catching, passing, dribbling, etc. | <ul style="list-style-type: none"> ❖ Teacher introduces lesson with warming up exercises, e.g. stretching, jogging, twisting, etc. ❖ Teacher guides pupils with good kicking techniques such as instep-kick, instep-of-foot kick. ❖ Teacher guides pupils on the techniques for heading. ❖ The pupils are introduced to shooting, which is aimed at scoring a goal. ❖ Teacher introduces skills in chairball game; skills such as throwing and catching as key technique is emphasized. ❖ Pupils demonstrate series of other passing techniques such as overhead, chest-pass, one-arm pass, etc. ❖ Pupils demonstrate such skills as dribbling, etc. ❖ Teacher organizes pupils into teams to demonstrate skills in a game situation. | <ul style="list-style-type: none"> ❖ Ask pupils short answer questions. ❖ Observe pupils demonstrate kicking skills. ❖ Observe pupils demonstrate heading skills. ❖ Observe pupils demonstrate shooting skills. ❖ Observe pupils demonstrate skills in chairball such as throw-and-catch, overhead pass, underarm pass, etc ❖ Observe pupils in team games and draw conclusion. | <p>Football, Basketball, Medium sized ball, Whistle, Chairs, Playground Ribbons of various colors (to differentiate teams)</p> |
| 4. Hygiene | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Classify disease into communicable and Non-communicable. ❖ Discuss causes of signs and symptoms, treatment and prevention of diseases, e.g. airborne diseases. | <ul style="list-style-type: none"> ❖ Teacher introduces lesson by asking pupils to name some diseases, e.g. cough, cold, TB, polio, malaria, typhoid, cholera, etc. ❖ Teacher encourages pupils to help classify these diseases into communicable and non-communicable. ❖ Teacher selects some common communicable diseases and discusses with pupils the causes, signs and symptoms, | <ul style="list-style-type: none"> ❖ Ask pupils short answer questions. ❖ Observe pupils discussions. ❖ Ask multiple choice questions. ❖ Ask true/false questions. ❖ Observe pupils | <p>Chart showing causes signs and symptoms, Treatment, and prevention of a communicable disease, Chart showing</p> |

| | | | | |
|--|--|---|--|--|
| | <ul style="list-style-type: none"> ❖ Talk about disposal of different types of refuse. ❖ Discuss control of vectors and pests. ❖ Explain the importance of EPI. | <p>treatment and prevention.</p> <ul style="list-style-type: none"> ❖ Teacher and pupils discuss disposal of refuse. ❖ Teacher asks pupils to name the different garbage collected at home and in school. ❖ Teacher and pupils discuss how these garbage are disposed. ❖ Teacher guides pupils to explain the meaning of vectors and pests. ❖ Teacher and pupils identify vectors and pests of various diseases. ❖ Teacher asks pupils to go into groups and discuss how they can control vectors and pests. ❖ Teacher guides pupils on the meaning of Expanded Programme of Immunization (EPI). ❖ Teacher guides pupils to identify the diseases associated with EPI. ❖ The pupils and teacher discuss the importance of EPI. | <p>demonstration of issues discussed.</p> <ul style="list-style-type: none"> ❖ Observe pupils and draw conclusion. ❖ Give home work to pupils. | <p>different refuse disposal methods.</p> <p>Chart showing some vectors and pests and their control.</p> |
|--|--|---|--|--|

OUTLINE TEACHING SYLLABUS FOR THE SECOND STAGE OF BASIC EDUCATION-THE SIXTH GRADE (CLASS 6) Term 2

| Suggested Topics /Themes/Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning Teaching Resources |
|--------------------------------|--|---|---|---|
| 5. Foods and Nutrition | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Define the terms 'Nutrition' and 'Nutrients'. ❖ Classify foods into 'Go', 'Grow' and 'Glow' categories. ❖ Talk about the importance of a | <ul style="list-style-type: none"> ❖ Teacher introduces lesson with questions. ❖ Teacher guides pupils to name nutrients. E.g. Carbohydrates, protein, vitamin, fats and oil, minerals, etc. ❖ Teacher guides pupils to define nutrients and nutrition, e.g. 'nutrients are chemical substances found in the foods we eat'; and 'nutrition is a study of foods and their importance to man.' Etc. ❖ Teacher guides pupils to name nutrients and their sources. E.g. carbohydrates – rice, bread, cassava, yam, etc; protein- meat, fish, egg, sardine, chicken, | <ul style="list-style-type: none"> ❖ Ask short simple questions. ❖ Ask pupils to classify foods. ❖ Ask pupils true/false questions. ❖ Observe group discussions by pupils. ❖ Observe demonstrations by pupils. ❖ Teacher observes and | <p>Samples of food items in subject corner.</p> <p>Chart showing food nutrients.</p> <p>Chart showing food classes-Go foods, Grow foods and Glow foods.</p> |

| | | | | |
|--------------------|---|--|---|---|
| | <p>balanced diet.</p> <ul style="list-style-type: none"> ❖ Demonstrate how to prepare a balanced diet using inexpensive foods. | <p>beans, etc; vitamins-oranges, pawpaw, etc.</p> <ul style="list-style-type: none"> ❖ Teacher divides class into groups of three to divide 'Go' 'Grow' and 'Glow'. ❖ Pupils go into groups to classify foods into Go, Grow and Glow. ❖ Teacher introduces issues of diet and a balanced diet. ❖ The pupils are guided to define and explain the meaning of a balanced diet. ❖ The pupils are grouped to discuss the importance of a balanced diet. ❖ Group heads give out their points discussed. ❖ Teacher allows individual members to contribute to group discussion. ❖ Teacher guides pupils to name the constituents of a balanced diet from foods in their local community. E.g. rice, fish, beans, egg-plants, leafy vegetables, palm oil, etc. ❖ Teacher asks pupils in various groups to prepare different balanced diets using foods easily gotten from the local community. | <p>draw conclusion.</p> <ul style="list-style-type: none"> ❖ Give home work to pupils. ❖ Observe pupils reporting techniques. | <p>Chart showing a balanced diet.</p> <p>Food items brought in by the pupils.</p> |
| 6. Water | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Talk about some water-related diseases such as river blindness. ❖ Discuss about the causes of, signs and symptoms, treatment and prevention of river blindness. ❖ Talk about typhoid, its causes, signs and symptoms, treatment and prevention. | <ul style="list-style-type: none"> ❖ Teacher asks pupils to name diseases which are water-related. E.g. typhoid, cholera, diarrhea, bilharzias, dysentery, etc. ❖ Teacher groups pupils and discusses the causes, signs and symptoms, and treatment of any one water-related disease. ❖ Teacher distributes diseases topics to pupils for discussion. ❖ Pupils writes down their points for presentation. ❖ Teacher asks each group to present and explain their findings to the class. ❖ Teacher displays chart of a sample water-related disease. ❖ Pupils and teacher discuss the chart and compare points to their own findings. | <ul style="list-style-type: none"> ❖ Ask short answer questions. ❖ Ask multiple choice questions. ❖ Ask true/false questions. ❖ Observe pupils in their group discussion. ❖ Observe pupils in their presentation. ❖ Observe pupils discussion and draw conclusion. ❖ Give home work to pupils. | <p>Chart showing a sample of water-borne disease, its causes, signs and symptoms, treatment and prevention.</p> |
| 7. Accidents/First | <p>After completing this</p> | <ul style="list-style-type: none"> ❖ Teacher demonstrates some actions depicting | <ul style="list-style-type: none"> ❖ Ask simple short | <p>First Aid kit/box,</p> |

| | | | | |
|--------------|---|---|---|--|
| Aid | <p>topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Define sprain, strain, and fractures. ❖ Talk about ways of caring for sprains, strains and fractures. ❖ Discuss the content of a first aid kit. | <p>sprains, strains and fractures.</p> <ul style="list-style-type: none"> ❖ Teacher asks pupils to identify what ailments they can see as the teacher demonstrates. ❖ Teacher guides pupils to define sprain, strain, and fractures. ❖ To get pupils into groups, each group is given a topic to discuss. ❖ Group members are given tasks to identify causes, signs and symptoms, treatment, prevention of sprain, strain, and fracture. ❖ Teacher asks pupils to demonstrate signs of the ailment. ❖ Pupils are asked to role-play how to care for sprains, strains, and fractures. Teacher asks pupils to name objects to be found in a first aid kit. ❖ Teacher displays some equipment of a first aid kit and pupils identify the objects therein. | <p>questions.</p> <ul style="list-style-type: none"> ❖ Ask true/false questions. ❖ Ask multiple choice questions. ❖ Observe pupils discussions. ❖ Observe pupils role-play first aid treatment on sprains, strains, and fractures. ❖ Observe pupils discussion and draw conclusion. | <p>Chart showing first aid treatment for sprains, strains and fractures.</p> |
| 8. Athletics | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Demonstrate sprinting and jumping activities. ❖ Differentiate between track and field athletics. ❖ Make specifications of some field events (field athletics), e.g. shot put, long jump, etc. | <ul style="list-style-type: none"> ❖ Teacher introduces lesson through questioning. ❖ Teacher asks various pupils to demonstrate sprinting. ❖ Pupils are asked to run in groups at top speed. ❖ Teacher guides pupils to name events done at track and field athletics. ❖ Teacher leads pupils to categorize the events into track and field. ❖ Teacher divides class into two, each to identify the track or field events. ❖ Teacher further divides class into groups to examine specifications for some field events, e.g. shot put, long jump, etc. ❖ Teacher calls each group leader to do presentation on their tasks. ❖ Teacher observes and does corrections on classification of events in track and field. ❖ Charts of field events with correct specifications are displayed for children. | <ul style="list-style-type: none"> ❖ Ask short answer questions. ❖ Ask true/false question. ❖ Ask multiple choice questions. ❖ Ask pupils to demonstrate. ❖ Ask pupils to discuss in their groups. ❖ Observe group presentation and draw conclusions ❖ Give home work to pupils. | <p>Playground, Whistle, Shots, take-off board, Uprights, Cross-bar, Foam, Sand,</p> <p>Tape-measure, Chart showing specifications of field events.</p> |

OUTLINE TEACHING SYLLABUS FOR THE SECOND STAGE OF BASIC EDUCATION – THE SIXTH GRADE (CLASS 6) Term 3

| Suggested Topics/ Themes/Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning Teaching Resources |
|--------------------------------|---|--|---|---|
| 9. The Human Body | After completion this topic, pupils should be able to: <ul style="list-style-type: none"> ❖ Name the systems of the human body. ❖ Identify the organs of body related to the systems. ❖ Discuss the functions of the systems. ❖ Talk about some diseases related to some systems. | <ul style="list-style-type: none"> ❖ Teacher introduces lesson through questions. ❖ Pupils are asked to name system of the body, e.g. skeletal, muscular, digestive, nervous, etc. ❖ The pupils are placed into groups with tasks to do. ❖ Teacher asks various group to identify organs related to a named system. E.g. skeletal- bones, cartilage, etc; digestive- mouth, tongue, esophagus, stomach, intestines, etc. ❖ Teacher guides pupils to discuss the functions of the systems. ❖ Teacher displays charts showing some systems of the body. ❖ Teacher guides pupils to discuss the chart. ❖ Teacher asks pupils to identify diseases related to some systems. ❖ Teacher divides class into groups; each group to talk about the diseases related to a particular system, e.g. skeletal- sickle cell, dislocation, fracture, etc. digestive- diarrhea, dysentery, constipation, etc ❖ Teacher makes corrections on pupils discussions and findings. | <ul style="list-style-type: none"> ❖ Ask short answer questions. ❖ Ask multiple choice questions. ❖ Ask true/false questions. ❖ Observe pupils discussions in their groups. ❖ Observe pupils discussion and draw conclusion. ❖ Give home work to pupils | Chart showing the human body. Charts showing some systems of the human body. E.g. skeletal, digestive, respiratory, etc. |

| | | | | |
|---------------------------|--|--|--|--|
| <p>Gender</p> | <p>Distinguish between sex and gender</p> <p>Identify gendered dimensions of FGM</p> <p>Identify gender stereotypes and their respective effects upon girls and boys</p> <p>Value gender equality</p> <p>Recognise different forms of gender inequality, including bullying, teasing, harassment and violence</p> <p>Identify sources of support for those affected by the above</p> <p>Challenge assertively gender discriminatory language and behaviour</p> | <p>Explain the difference between sex and gender with examples</p> <p>Ask pupils what is the motivation for FGM and how does this relate to gender?</p> <p>Provide examples of gender stereotypes and how these might affect what people feel about themselves</p> <p>Explain what gender equality means and why it matters</p> <p>Ask pupils to give examples of gender inequality</p> <p>Discuss sources of emotional support</p> <ul style="list-style-type: none"> ❖ Ask pupils to demonstrate through role play challenging gender discrimination | <p>Observation</p> <p>Ask pupils to debate (in single sex groups if appropriate) if significant traditions (including FGM) are compatible with gender equality?</p> <p>Activity (p.73) Gender role or sex role</p> <p>Activity (p.74) Being a boy, being a girl</p> <p>Activities (p.74-5) Miming sex roles</p> <p>Activities (p.77-9) 'Real' boys & girls</p> <p>Activities (p.66)</p> <ul style="list-style-type: none"> ❖ Role plays | <p>Our Future p. 70-79 – resource information, images and activities on gender</p> <p>Trigger pictures from Our Future p8-9 to discuss gender and respect in classroom (for both pupils and teachers)</p> <p>Our Future p.13-15 resource material for talking about supporting one another during puberty</p> <p>Our Future: (65-66)</p> <p>Resource material</p> <p>Also: p. 53-61 reference material and activities on feelings and self-esteem</p> |
| <p>10. Rest and Sleep</p> | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Talk about oversleep, laziness, and inactivity. ❖ Discuss the consequences of oversleep, laziness and inactivity. | <ul style="list-style-type: none"> ❖ Teacher guides the pupils to define oversleep, laziness, and inactivity, ❖ Teacher guides pupils to give reasons for oversleep, laziness and inactivity. ❖ Teacher guides pupils to differentiate between laziness and tiredness. ❖ Teacher guides pupils to demonstrate of oversleep, laziness, and inactivity. ❖ Pupils in their groups discuss consequences for oversleep, laziness and inactivity. ❖ Group leaders present their discussions on the consequences of oversleep, laziness and inactivity. | <ul style="list-style-type: none"> ❖ Ask short answer questions. ❖ Ask true/false questions. ❖ Ask multiple choice questions. ❖ Observe pupils in group discussions. ❖ Observe pupils in group presentations and draw conclusions. ❖ Give pupils home work to do. | <p>Chart showing consequences of people who oversleep, who are lazy and who are inactive.</p> |
| <p>HIV</p> | <p>Understand the meaning of living well with HIV</p> <p>Identify different kinds of support needed by people living with HIV</p> | <p>Teach the meaning of living of HIV</p> | <p>Our Future (Grade 6-7)</p> <p>Activities p.103-4</p> <p>Role play, Thinking ahead</p> <p>Drawing a cartoon, Our Future (Grade 8-9), Activities p. 122-3</p> <p>Role play, Writing a dialogue</p> | <p>Our Future Grade 8-9</p> <p>Resource material p.118-127</p> <p>Voluntary testing and counselling</p> <p>Living positively with HIV</p> |

PHYSICAL HEALTH EDUCATION

JSS I- FIRST TERM

OUTLINE TEACHING SYLLABUS FOR BASIC EDUCATION

| Suggested Topics/ Themes /Units | Specific Learning Outcomes | Assessment Methods | Recommended Teaching Styles or Pedagogical Approaches | Suggested Learning Teaching Resources |
|--|---|--|--|---|
| 1. Basic Concepts of Physical Health Education | After completing this topic/themes, the pupils should be able to: <ul style="list-style-type: none"> ❖ Define the term physical Health Education. ❖ List the components of Physical Health Education ❖ State the importance of Physical health Education to the body. ❖ Distinguish between health and health education. ❖ State the importance of health education. | <ul style="list-style-type: none"> ❖ Essay questions that require short answer questions to the following ❖ Meaning of Physical Health Education ❖ Importance of Physical Health Education ❖ Meaning of health and health education and its importance | <ul style="list-style-type: none"> ❖ Teacher introduce lesson by asking questions that challenge the intellects of the pupils: ❖ Encourage brain storming ❖ Teacher explains the three domains of Physical Health Education i.e. cognitive psychomotor and effective. | <ul style="list-style-type: none"> ❖ Black board illustrations. ❖ Use of flash cards |
| 2. Body Movement | After completing this topic/theme, the pupils should be able to: <ul style="list-style-type: none"> ❖ Describe the meaning of movement and its importance ❖ To list examples of movement: running, crawling, jumping, skipping etc. | <ul style="list-style-type: none"> ❖ Teacher demonstrates practical example of these movements. | <ul style="list-style-type: none"> ❖ Pupils perform roles as demonstrated by the teacher. ❖ Teacher supervises pupils as they perform. | <ul style="list-style-type: none"> ❖ Play ground ❖ Mats/mattresses ❖ Whistle ❖ Skipping rope. |
| 3. Games/Sport | After completing this topic/themes the pupils should be able to: <ul style="list-style-type: none"> ❖ Describe the meaning of play | <ul style="list-style-type: none"> ❖ Essay questions that require short answers ❖ Multiple choice questions | <ul style="list-style-type: none"> ❖ Teacher asks questions to challenge the intellect of the pupils | <ul style="list-style-type: none"> ❖ Black board ❖ Classroom ❖ Flash cards |

| | | | | |
|-----------------------------|---|---|--|---|
| | <p>and its importance.</p> <ul style="list-style-type: none"> ❖ List the types of games with examples and their importance. ❖ Explain the meaning of sports and its importance. | <ul style="list-style-type: none"> ❖ True/False. | <ul style="list-style-type: none"> ❖ Encourage brainstorming. | <ul style="list-style-type: none"> ❖ Charts showing the meaning and importance of games, sports play. |
| 4. Athletics | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Explain the meaning of Athletics. ❖ List and describe the types of athletics with examples: Track events, 100m, 200m, field events: High jump, long jump etc. ❖ State and demonstrate the commands of sprint start : ❖ On your marks, set and go otherwise known as the sprint start commands. ❖ Illustrate examples of a false start and what causes a false start. ❖ Explain the meaning of field events. ❖ Events not done on the track examples High jump, long jump, discus, shot put, javelin etc. | <ul style="list-style-type: none"> ❖ Essay questions that require short answers ❖ Multiple choice question ❖ True/false statements. ❖ Teacher demonstrates the different types of field events for the pupils to see. ❖ Teacher asks pupils to perform the roles individually and in groups. ❖ Teacher supervise the demonstrations of the pupil, | <ul style="list-style-type: none"> ❖ Teacher asks questions to challenge the intellects of the pupils. ❖ Encourage brainstorming ❖ Arouse pupils interest with activities ❖ Teacher introduces lesson with practical demonstrations. ❖ Pupil's role play. | <ul style="list-style-type: none"> ❖ Blackboard ❖ Classroom ❖ Flash cards ❖ Charts showing the meaning and importance of athletics. ❖ Equipment examples: batons, starts blacks, whistle/starting, gen, field event: ❖ Take off board, tape measure uphights, crossbars, landing foams/sand, discus, javelin, shot put, and harmer. |
| 5. Water/Food and Nutrition | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Outline the types of water (soft and hard). ❖ List and describe the properties of pure water, (no smell, | <ul style="list-style-type: none"> ❖ Essay questions that require short answers ❖ Multiple choice questions. ❖ True/false statements ❖ Oral presentations/explanations | <ul style="list-style-type: none"> ❖ Teacher ask questions to challenge the intellects of the pupils. ❖ Encourage brainstorming ❖ Arouse their interest with activities | <ul style="list-style-type: none"> ❖ Water samples ❖ Filter paper ❖ Containers ❖ Cups ❖ Charts showing properties of water, |

| | | | | |
|--|--|---|--|--|
| | <p>tasteless, no colour etc.)</p> <ul style="list-style-type: none"> ❖ List the uses of water examples (drinking, bathing, cooking, laundering, watering of plants, use in engines to produce hydro- electricity etc.) ❖ Describe the t methods of water purification examples filtering, boiling, sedimentary etc. ❖ List and understand the examples of water-borne diseases. ❖ State and describe the meaning of the following: food, nutrition, nutrients, balanced diet, and its importance. ❖ Types of food. ❖ List the types of nutrients and their importance to the body. | <ul style="list-style-type: none"> ❖ Chart showing the different types of food ❖ Balanced diet and their functions | <ul style="list-style-type: none"> ❖ Role play example filtering sedimentation etc. ❖ Teacher ask questions to challenge the intellects of the pupils. ❖ Encourage brainstorming ❖ Arouse their interest with activities ❖ Role play example filtering sedimentation etc. | <p>methods of purification of water</p> <ul style="list-style-type: none"> ❖ Blackboard ❖ Charts showing the different types of food, balanced diet and their functions. |
| 6. The Human cell tissue organs and systems. | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Explain and describe the cell structure. ❖ List the types and their functions. ❖ State the differences between plants and animal cells ❖ Outline the relationships amongst Cells, tissues, organs and systems. | <ul style="list-style-type: none"> ❖ Essay questions that require short answers ❖ Multiple choice questions ❖ True/false statements. ❖ Homework based on teacher made questions ❖ Oral presentation ❖ Individual/group work presentation. | <ul style="list-style-type: none"> ❖ Teacher asks questions to challenge the intellects of the pupils. ❖ Encourage brainstorming. ❖ Arose their interest with activities. | <ul style="list-style-type: none"> ❖ Charts, showing the differences between plant and animal cells. |
| 7. Environm ental Sanitation | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Explain the meaning of | <ul style="list-style-type: none"> ❖ Essay questions that require short answers ❖ Multiple choice question | <ul style="list-style-type: none"> ❖ Teacher asks Questions to challenge the intellects of the pupils. | <ul style="list-style-type: none"> ❖ Charting showing the different method of disposal |

| | | | | |
|---------------------|---|---|--|--|
| | <p>environmental sanitation.</p> <ul style="list-style-type: none"> ❖ List and describe the common facilities in the environment. ❖ Distinguish between refused and sewage disposal. ❖ List and describe the methods of disposal (Hazards of refuse and sewage) | <ul style="list-style-type: none"> ❖ True/false statements ❖ Homework based on teacher made questions | <ul style="list-style-type: none"> ❖ Encourage brainstorming ❖ Arouse their interest with activities | <ul style="list-style-type: none"> ❖ Flash cards ❖ Visitation to a nearby community. |
| 8. Digestive System | <p>After completing this topic/themes the, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Describe the meaning of digestion. ❖ Outline the process perform by the digestive system. ❖ Draw and label the structure of the alimentary canal. ❖ List and describe the stages of digestion (mechanical and chemical) | <ul style="list-style-type: none"> ❖ Essay questions that require short answers ❖ Multiple choice questions ❖ True/false statements ❖ Individual work | <ul style="list-style-type: none"> ❖ Teacher asks questions to challenge the intellects of the pupils; ❖ Encourage brainstorming ❖ Arouse their interest with activities. | <ul style="list-style-type: none"> ❖ A chart showing the process perform by the digestive system. ❖ A chart showing the structure of the alimentary canal. |

**OUTLINE TEACHING SYLLABUS FOR BASIC EDUCATION
STAGE SEVEN (7) JSS I-**SECOND TERM****

| Suggested Topics/Themes/Units | Specific Learning Outcomes | Assessment Methods | Recommended Teaching Styles or Pedagogical Approaches | Suggested Learning Teaching Resources |
|--------------------------------------|---|--|---|---|
| 9. Gymnastics | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Explain the meaning of gymnastics and its types. | <ul style="list-style-type: none"> ❖ Essay questions that require short answers ❖ Multiple choice questions ❖ True/false statements | <ul style="list-style-type: none"> ❖ Teacher ask questions to challenge the intellects of the pupils. ❖ Encourage brainstorming | <ul style="list-style-type: none"> ❖ Mats/mattresses' ❖ Play ground ❖ Spring board ❖ Horse, bars, |

| | | | | |
|---------------|---|---|--|--|
| | <ul style="list-style-type: none"> ❖ State and perform the basic skills involve in gymnastics examples trawling, vaulting, and weight/transfer. ❖ State and demonstrate the different phases involved in these activities examples run up, take off, landing and recovery. ❖ Demonstrate the basic stands and stumbling example forward roll, beck ward roll, cartwheel, and handstand. ❖ List and describe the safety precautions involve in these activities. ❖ List indentify the equipment needed for these activities. | | <ul style="list-style-type: none"> ❖ Role play | rings etc. |
| 10. Games | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Describe the history of soccer, volleyball and tennis. ❖ Draw and label thee soccer filed, volleyball court and tennis court. ❖ State and illustrate the dimensions of these courts. ❖ List and demonstrate the basic skill used in playing soccer, trapping, passing, kicking, throwing etc. Volleyball example service, flicking, digging, smashing/spiking etc. Tennis example service, for-head drive, backhand drive, lobbing smashing etc. ❖ List the number of officials and their main function for soccer, volleyball and tennis. | <ul style="list-style-type: none"> ❖ Essay questions that require short answers. ❖ Multiple choice question, ❖ True/false statements ❖ Homework based on teacher made questions. ❖ Practical demonstrations in soccer volleyball and tennis. ❖ Assessing pupils during game situations. ❖ Individual and group demonstrations. | <ul style="list-style-type: none"> ❖ Teacher and pupils perform similar activities ❖ Discuss the number of played game, equipment scoring and duration of the game. ❖ List down officials of soccer, volleyball and tennis. | <p>Soccer balls, soccer goal net corner flags, soccer pitch/field whistle, red and yellow cards stop watches.</p> <p>Changing boards substitute benches volleyball uphights volleyball nets umpires stand score boards volleyballs court, volleyballs. Tennis court hard, clay and lawn or grass court, tennis balls, rackets, nets and stands umpire’s stand.</p> |
| 11. Athletics | After completing this topic/themes, | ❖ Individual and group | ❖ Ask pupils to run while teacher | ❖ Track |

| | | | | |
|------------------------------------|---|---|---|--|
| (Relay) | <p>pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Acquire and demonstrate the techniques of relay racing ❖ Understand how, when and where to change batons. ❖ Respond to commands correctly and timely to avoid false start. ❖ Know that a relay is a race between teams of equal numbers (four people) | <p>practiceddemonstration while teacher observes and grades pupils.</p> <ul style="list-style-type: none"> ❖ Essay questions that require short answers ❖ Multiple choice questions ❖ True/false statement ❖ Oral presentation. | <p>observes.</p> <ul style="list-style-type: none"> ❖ Check if they can respond to command without beating the gun. ❖ Warming up activities examples high knee lifting running on the spot. ❖ Pupils should know the techniques of relay i.e. in coming runners and outgoing runners. ❖ Encourage pupils to learn the methods of visual for in coming and out- going runners ❖ Practice methods of relay racing ❖ Revise sprint start ❖ Lay emphasis and baton changing ❖ Let pupils run and do baton changing. | <ul style="list-style-type: none"> ❖ Batons ❖ Whistle ❖ Red and yellow cards ❖ Starting blocks |
| 12. Food: PreparationPr eservation | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ List and describe the reasons for cooking ❖ List and describe the food preservation methods | <ul style="list-style-type: none"> ❖ Essay questions that require short answers ❖ Multiple choice questions | <ul style="list-style-type: none"> ❖ Chart showing the different reasons for cooking ❖ Chart showing the different methods of preservation | <ul style="list-style-type: none"> ❖ Chart showing the reasons for cooking food. ❖ Chart showing the methods of preservation |
| 13. Storage | <p>After completing this topic/themes the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Explain the meaning of food storage ❖ List and describe the methods of storage | | <ul style="list-style-type: none"> ❖ Charts showing thee methods of storage | <ul style="list-style-type: none"> ❖ Flash cards ❖ Video clips |
| 14. Hygiene | <p>After completing this topic/themes the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Outline the meaning of personal hygiene ❖ List and describe the types of hygiene ❖ Understand how to care for some parts of the body, eye, head, hand, ears, skins nails | <ul style="list-style-type: none"> ❖ Essay questions that require short answers ❖ Multiple choice questions ❖ Introduce activities to arouse the interest to pupils ❖ Homework based on | <ul style="list-style-type: none"> ❖ Teacher asks questions to challenge the intellect of the pupils ❖ Encourage brainstorming | |

| | | | | |
|---------------------------------|--|---|---|--|
| | <p>and feet, genitals and anus</p> <ul style="list-style-type: none"> ❖ Menstrual hygiene | <p>teacher made questions</p> <ul style="list-style-type: none"> ❖ Oral presentation ❖ Individual/group work grading | | |
| Sexual Harassment | <p>After completing this unit, pupils should be able to:</p> <ul style="list-style-type: none"> • Explain what is meant by the term sexual harassment and assault. • State ways in which sexual harassment and assault occurs. • Discuss the effects or impacts of sexual harassment and assault. • Describe ways in which sexual harassment and assault may be prevented. | <p>a) Introduce the lesson by displaying charts or pictures about sexual harassment and assault. Invite health personnel and staff from the Family Support Unit of the Sierra Leone Police to talk on the topic.</p> <p>b) Let pupils brainstorm and come up with the definition of the terms sexual harassment and assault.</p> <p>c) Let pupils state ways in which sexual harassment and assault occurs.</p> <ul style="list-style-type: none"> ❖ d) Pupils in small groups discuss the effects or impacts of sexual harassment and assault and ways in which sexual harassment and assault may be prevented. | <p>a) Observation of pupils' responses about sexual harassment and assault.</p> <p>b) Oral presentations about sexual harassment and assault.</p> <p>c) State ways in which sexual harassment and assault occurs.</p> <ul style="list-style-type: none"> ❖ d) Group discussions on the effects or impacts of sexual harassment and assault and ways in which sexual harassment and assault may be prevented. <p>Activities p. 31-34 Discussing stories Standing up for our rights Drawing a map Finding out more</p> | <p>a) Textbook</p> <p>b) Charts and pictures about sexual harassment and assault</p> <p>c) FSU Personnel</p> <p>d) Vanguarders</p> <p>e) Markers</p> <p>f) Sharpeners</p> <p>g) Erasers</p> <p>Our Future (Grade:8-9 Resource Material p.29-30 Sexual abuse and rape</p> |
| Sexually transmitted infections | <p>Understand the concept of STIs</p> <p>Name common STIs, their symptoms, potential consequences and treatment</p> | <p>Explain that some diseases can be spread through sexual activity</p> <p>Use the resource material</p> | <p>Activities (Grade 4-5)</p> <p>p.102 Sing a rap song</p> <p>True or false statements</p> <p>P, 104-7 Places where sex might happen</p> <p>Role play saying no</p> | <p>Our Future (Grade 4-5)</p> <p>Resource material: p. 100-1 + 103- + 108</p> |

| | | | | |
|--|------------------------------|---|--|--|
| | Identify how to prevent STIs | Discuss symptoms, possible long-term effects of untreated infections and prevention | <p>Group discussion on pictures Story of Dalitso & Sabina River of Life p.109-110 Safe places for medicine Paths to find help Role play for youth friendly clinic Role play of treating STIs p. 95 Answering the question box Discussing a picture A cartoon story Victor & Tita's story Writing exercise</p> <p>Activities (Grade 7-8) Brainstorming River of life Activities (Grade 8-9) p.109-110 Misozi's story Written exercise p.113 Mapping where to get help Discussing pictures Role plays p.116 Sharing maps of sources of condoms A story</p> | <p>Our Future (Grade 7-8) Resource material: p. 89-91 + 94</p> <p>Our Future (Grade 8-9) Resource material: STIs p.106-8 Treatment of STIs p. 111-2 Preventing STIs p.115</p> |
|--|------------------------------|---|--|--|

PYSICAL HEALTH EDUCATION OUTLINE TEACHING SYLLABUS FOR BASIC EDUCATION
STAGE SEVEN (7) JSS I-THIRD TERM

| Suggested Topics/ Themes/ Units | Specific Learning Outcomes | Assessment Methods | Recommended Teaching Styles or Pedagogical Approaches | Suggested Learning Teaching Resources (Core Supplementary) |
|---------------------------------------|--|--|--|--|
| 15. Dance | After completing this topic/themes, the pupils should be able to: <ul style="list-style-type: none"> ❖ Define the meaning of dance ❖ List and describe the types of dance examples traditional dance and modern/educational dance. ❖ List examples of local instruments drum, kelin, segbura etc. ❖ List examples of local musicians’ Amine Kallon, Lansana Sheriff (Steady bongo), Big Fayia, Salia, Isata Nyambe etc. ❖ List examples of modern dance song ❖ List and describe examples of modern dance instruments seven drum, piano, gitter etc. | <ul style="list-style-type: none"> ❖ Essay questions that require short ❖ Multiple choice questions ❖ Home works based on teacher made questions ❖ Practices/demonstration of the use of local instruments ❖ Identify local instruments ❖ Explain movement skills in dancing ❖ Explain the benefits of dance to the body. | <ul style="list-style-type: none"> ❖ Teacher lead pupils to discuss on: ❖ Local musical instruments ❖ Teacher asks learners to demonstrate the use of local instruments ❖ Teacher ask pupils to sing a song to match with the music ❖ Pupils initiate teachers or colleagues. | Shegural, kellay side drum, base drum, kondi, sangba Experts to teach pupils, how to play and dance Watch video clips. |
| 16. Games | After completing this topic/themes, the pupils should be able to: <ul style="list-style-type: none"> ❖ Describe the history of cricket ❖ Know the dimension of the cricket oral. ❖ List the officials of the game and their main functions ❖ Identify the equipment of the game example bats. ❖ Know and perform the basic skills used to play the game ❖ Know and illustrate the basic rules of the game. | <ul style="list-style-type: none"> ❖ Essay questions that require short answers: ❖ Multiple choice questions ❖ Homework based on teacher made questions ❖ True/false statements | <ul style="list-style-type: none"> ❖ Teacher asks questions to challenge the intellect of the pupils ❖ Encourage brainstorming ❖ Arouse their interest with activities | <ul style="list-style-type: none"> ❖ Stumps, ❖ Bats ❖ Shinguards |
| 17. Swimmi | After completing this topic/themes, the pupils should | ❖ Essay questions that | | ❖ Swimming pools |

| | | | | |
|--------------------------|---|---|--|---|
| ng | <p>be able to:</p> <ul style="list-style-type: none"> ❖ Define the meaning of swimming ❖ List and perform the skills involved in swimming ❖ Describe the dimension of a swimming pool. ❖ List and illustrate the safety precautions to be observed before swimming examples don't drink and get drunk, don't go to swimming alone etc. | <p>require short answers:</p> <ul style="list-style-type: none"> ❖ Multiple choice questions ❖ True/false statement ❖ Homework based on teacher made questions | | <ul style="list-style-type: none"> ❖ Life saving jackets |
| 18. Athletics (Hurdling) | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Explain the meaning of hurdling as a track event that requires a high speed of running over a set of hurdles. ❖ Differentiate the hurdle heights for women and men ❖ Know and demonstrate the distance from the starting line to the first hurdles, in between hurdles and the distance to the last hurdles. ❖ Know the number of heights require for men and women in their different events ❖ List the events for with hurdles are used examples 100m hurdles, 110m hurdles, 400m hurdles etc. | <ul style="list-style-type: none"> ❖ Essay questions that require short answers: ❖ Multiple choice questions ❖ Individual/group work ❖ Grading. | <ul style="list-style-type: none"> ❖ Teacher discuss with pupils the phases involved in hurdling examples run-up, take off, clearance of the hurdles and landing ❖ Teacher introduce the lesson with practical demonstrations ❖ Teacher asks questions to challenge the intellects of the pupils. | <ul style="list-style-type: none"> ❖ Play ground ❖ Hurdles ❖ Tape rule |
| 19. Food Taboos | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Explain the meaning of food taboos ❖ List and describe the types of food taboos ❖ Know the effects of food taboos to the body ❖ List and describe the causes of food taboos. | <ul style="list-style-type: none"> ❖ Essay questions that require short answers: ❖ Multiple choice questions ❖ Oral presentation/explanations | <ul style="list-style-type: none"> ❖ Teacher asks questions to challenge the intellects of the pupils ❖ Encourage brainstorming | <ul style="list-style-type: none"> ❖ Flash cards ❖ Charts showing the types of food taboos. |
| 20. Mamalian Skin | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Draw the human skin and label its parts. ❖ List the functions of the human skin. ❖ List the function of the different parts of the human skin. ❖ List and discuss the diseases and disorders of the human skin. ❖ List and describe the hygienic care/ practices of | <ul style="list-style-type: none"> ❖ Essay question that require short answers ❖ Multiple choice questions ❖ Oral presentations/ explanations | <ul style="list-style-type: none"> ❖ Teacher asks questions to challenge the intellects of the pupils ❖ Encourage brainstorming | <ul style="list-style-type: none"> ❖ Chart showing the human skin. |

| | | | | |
|----------------------|---|--|---|--|
| | the human skin. | | | |
| 21. Excretory System | After completing this topic/themes, the pupils should, be able to: <ul style="list-style-type: none"> ❖ Explain the meaning of excretory ❖ Draw the urinary system ❖ List the functions of the excretory and urinary system. ❖ List and discuss the diseases that affects the genito-urinary tract¹ | <ul style="list-style-type: none"> ❖ Essay question that require short answers ❖ Multiple choice questions | <ul style="list-style-type: none"> ❖ Teacher asks questions to challenge the intellects of the pupils ❖ Encourage brainstorming | <ul style="list-style-type: none"> ❖ Chart showing the excretory and urinary system |
| 22. Vector and Pests | After completing this topic/themes, the pupils should be able to: <ul style="list-style-type: none"> ❖ Explain the meaning of vectors and pests ❖ List and discuss the factors that encourages the spread of vectors/pests in the communities. ❖ List and describe the vector/insect borne diseases. ❖ List and discuss the ways to prevent and control them. | <ul style="list-style-type: none"> ❖ Essay questions that require short answers ❖ Multiple choric questions | <ul style="list-style-type: none"> ❖ Teacher asks question to challenge the intellects of the pupils. ❖ Encourage brainstorming | <ul style="list-style-type: none"> ❖ A chart showing the different types of vectors pests. ❖ Health worker to give a talk in school/class ❖ Visit to a health center. |
| HIV | Understand that HIV is not a barrier for relationships, family or having a sexual life Describe how HIV and AIDS can affect families, their structure, roles and responsibilities Recognise that women living with HIV can be healthy and deliver and breastfeed children who are HIV free; demonstrate ways to support people living with HIV demonstrate communication, negotiation and refusal skills for countering pressure to have unsafe sex | <ul style="list-style-type: none"> ❖ Explain how people with HIV can experience fulfilling relationships, including sexual relationships <p>Give examples of how an HIV diagnosis can affect a family Discuss how HIV positive women can and do have healthy pregnancies and deliver HIV negative babies through treatment and support Describe how everyone can support people living with HIV</p> | <p>Invite a speaker from an HIV self-help group Our Future (Grade 6-7) Activities p.103-4 Role play Thinking ahead Drawing a cartoon Activities p.107 Discrimination game Our Future (Grade 8-9) Activities p. 122-3 Role play Writing a dialogue</p> | <p>Our Future Grade 8-9 p.118-121 Voluntary testing and counselling p. 124-127 Living positively with HIV</p> |
| Contraception | Distinguish between modern and traditional forms of contraception Describe how the different available methods of contraception prevent pregnancy | <ul style="list-style-type: none"> ❖ Explain that there are a variety of methods of contraception – some traditional, others | <p>Activities (p.94-6) Reading and discussion Maps and role-plays</p> | <p>Our Future (grade 6) Reference material p.77</p> |

¹ All organs involved in the production and excretion of urine plus all organs involved with reproduction. Organs of the genitourinary tract include the kidneys, bladder, fallopian tubes, and penis.

| | | | | |
|--|---|--|-------------------------|--|
| | <p>Explain the purpose and mechanism of emergency contraception Recognise that condoms can prevent both pregnancy and sexually transmitted infections Demonstrate the correct use of both male and female condoms Respond constructively to objections to contraception (including misinformation)</p> | <p>modern, some temporary and others permanent – not all methods are equally effective</p> | <p>Madalito’s story</p> | <p>Preventing pregnancy + Our Future (Grade 8-9) p.87-93</p> |
|--|---|--|-------------------------|--|

**PYSICAL HEALTH EDUCATION
 OUTLINE TEACHING SYLLABUS FOR BASIC EDUCATION
 STAGE EIGHT (8) JSS II-FIRST TERM**

| Suggested Topics /Themes/Units | Specific Learning Outcomes | Assessment Methods | Recommended Teaching Styles or Pedagogical Approaches | Suggested Learning Teaching Resources (Core Supplementary) |
|---------------------------------------|---|--|---|---|
| 1. Creative Dance | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Explain the meaning of creative dance. ❖ List the modern musical instruments ❖ List examples of classical music and their musicians | <ul style="list-style-type: none"> ❖ Essay question that requires short answers ❖ Multiple choice question ❖ Oral presentation | <ul style="list-style-type: none"> ❖ Teacher asks questions to challenge the intellects of the pupils ❖ Encourage brainstorming ❖ Arouse their interest with activities | <ul style="list-style-type: none"> ❖ Invite a musician to class for a talk ❖ Chart showing modern musical instrument. |
| 2. Games | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Describe the history of basketball ❖ List and perform the basic skills of basketball example shooting, passing etc. ❖ Draw and label the basketball court ❖ List the number of players per team ❖ Know the dimensions of the basketball court ❖ Identify the equipment used to play basketball ❖ List and demonstrate the basic skills used to | <ul style="list-style-type: none"> ❖ Essay question that requires short answers ❖ Teacher asks questions that challenge the intellects of the pupils. ❖ Observing the pupils demonstrate the skills ❖ Oral presentation of the game. | <ul style="list-style-type: none"> ❖ Introduce the game by explaining the history ❖ Take the class to the basketball court ❖ Ask pupils to participate in the construction ❖ Teacher demonstrates the skills in basketball and asks pupils to perform similar activities. ❖ List team the officials of | <ul style="list-style-type: none"> ❖ Uprights ❖ Basketballs ❖ Whistle |

| | | | | |
|--|---|--|---|---|
| | <p>play basketball</p> <ul style="list-style-type: none"> ❖ Identify the number of officials of the game | | <p>basketball</p> | |
| <p>3. Athletics</p> | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Identify the category into which long jump and triple jumps are ❖ List and demonstrate the basic skills involved in long jump and triple jump. ❖ List and describe the stages involved in long jump and triple jump. ❖ List illustrate the techniques used in long jump and triple jump ❖ Identify the dimensions of the long jump and triple jump section ❖ List the equipment used in officiating. ❖ These events example yellow and red flags, tape measure take-off boards etc. ❖ Know and illustrate the basic rules in doing a “good jump” or “no jump” | <ul style="list-style-type: none"> ❖ Essay question that requires short answers ❖ Multiple choice question ❖ Practical demonstrations of the skills ❖ Teachers observe pupils demonstrate the skills and grade them. | <ul style="list-style-type: none"> ❖ Demonstrate the skills and ask pupils to perform similar activities ❖ Ask pupils to discuss the number of trials(jumps) given to an athletic ❖ Ask pupils to measure the dimensions of both the long jump and triple jump arenas. | <ul style="list-style-type: none"> ❖ Play ground ❖ Take-off boards ❖ Step boards ❖ Take measures ❖ Sand rakes. |
| <p>4. Primary Health Care (a) Drugs</p> <p>(b) Smoking</p> | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Describe the meaning of drugs ❖ List and describe the types of drugs (essential and harmful drugs) ❖ Describe the uses and side effects of commonly used drugs ❖ List examples of commonly used drugs ❖ Explain the meaning of drug abuse and drug misuse. ❖ Explain the meaning of smoking ❖ List and discuss the reasons why people smoke ❖ Discuss the effects of smoking to your health ❖ List and describe the types of smoking | <ul style="list-style-type: none"> ❖ Essay question that requires short answers ❖ Multiple choice questions ❖ Oral presentation and grading | <ul style="list-style-type: none"> ❖ Teacher ask questions to challenge thee intellects of the pupils ❖ Encourage brainstorming ❖ Arouse their interest with activities ❖ Invite a health specialist to give a talk to the class. | <ul style="list-style-type: none"> ❖ Video clips on drugs ❖ Charts showing examples of essential and harmful drugs. ❖ Bring to class physical drugs. |

| | | | | |
|-----------------------------|--|--|---|---|
| | <ul style="list-style-type: none"> ❖ List and discuss the types of muscular system ❖ List the functions of the muscular system ❖ Identify muscle actions locations and types of movement. ❖ List and identify the major muscles of the body | <ul style="list-style-type: none"> ❖ Essay questions that requires short answers ❖ Encourage brainstorming ❖ True/false statements | ❖ | |
| 6. Environmental Sanitation | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Define wells ❖ List and discuss the types of wells ❖ List and identify the ways of providing proper care for the wells. | <ul style="list-style-type: none"> ❖ Essay questions that requires shorts answers ❖ Multiple choice questions ❖ True/false statements | <ul style="list-style-type: none"> ❖ Visitation to a well construction site ❖ Provide observational skills for the pupils. ❖ Teacher ask individual group work and grade. | <ul style="list-style-type: none"> ❖ Calls for a well constructor to give a talk to the class. ❖ Provide pictures of the different types of wells. |
| 7. Games (Handball) | <p>After completing this topic/themes, the pupils should be able to :</p> <ul style="list-style-type: none"> ❖ Describe the history of handball. ❖ List and demonstrate the basic skills that involved in handball example catching, parsing, throwing etc. ❖ Draw the handball court ❖ Know the dimensions of the handball court ❖ List the equipment's used to play the game ❖ List the number of players of the game. ❖ Illustrate the steps involved in constructing the handball court ❖ Execute the basic rules in playing handball. | <ul style="list-style-type: none"> ❖ Essay questions that requires short answers ❖ Multiple choice questions ❖ True/false statements ❖ Individual/group presentation ❖ Individual group work grading ❖ Ask pupils to perform the basic skills in hand ball ❖ Ask pupils to orally explain | <ul style="list-style-type: none"> ❖ Teacher introduce lead up games to arouse the interest of the pupils. ❖ Introduce the lesson with teacher demonstration. ❖ Ask pupils to carefully watch and perform singular activities. | <ul style="list-style-type: none"> ❖ Handballs play grounds. ❖ Tape measure ❖ Handball goal nets ❖ Handball goal ❖ Up rights and crossbar ❖ Whistle |

**OUTLINE TEACHING SYLLABUS FOR BASIC EDUCATION
STAGE EIGHT (8) JSS II-SECOND TERM**

| Suggested Topics/ Themes/Units | Specific Learning Outcomes | Assessment Methods | Recommended Teaching Styles or Pedagogical Approaches | Suggested Learning Teaching Resources (Core Supplementary |
|------------------------------------|--|---|--|---|
| 8. Athletics | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ List examples of track events ❖ Describe the classifications of the track events examples short distances races, middle distance and long distance races. ❖ List and identify the examples for each of these classes of track events. ❖ Perform a proper run of 200m and 400m distances ❖ Execute the rules involved in these sprinting (short distance) roles. | <ul style="list-style-type: none"> ❖ Essay question that requires short answers ❖ Multiple choice questions. ❖ True/false statements ❖ Individual group work grading | <ul style="list-style-type: none"> ❖ Introduce lesson with teacher demonstration ❖ Ask pupils to perform similar activities ❖ Encourage pupils to read the prescribed textbooks ❖ Homework made up of teacher made questions. | <ul style="list-style-type: none"> ❖ Play ground ❖ Whistle/starting gun ❖ Starting ❖ Blocks etc. |
| 9. Health Living (health diseases) | <p>After completing this topic/themes the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Define the term of health. ❖ Outline attributes of healthy person ❖ List and describe the factors that promote healthy living. ❖ Define the term diseases. ❖ List and describe the types of diseases (communicable / non- communicable diseases). ❖ Describe what are communicable and non- communicable diseases. ❖ List and discuss examples of each of these types of diseases. ❖ Identify the signs, symptoms and | <ul style="list-style-type: none"> ❖ Essay questions requires short answers ❖ Multiple choice questions ❖ True/false statements ❖ Oral presentation ❖ Individual group work grading ❖ Homework based on teacher made questions. | <ul style="list-style-type: none"> ❖ Teacher introduce with a debate “That adisease is a deviation from the normal functioning of the system” ❖ Pupils to list some common diseases in Sierra Leone examples cholera, malaria, typhoid etc. ❖ Ask pupils to explain wat is communicable and non- communicable diseases. ❖ Homework base on | <ul style="list-style-type: none"> ❖ Call on the health worker to give a talk to the class. ❖ Textbooks ❖ Video clips ❖ Bill boards ❖ Posters. |

| | | | | |
|-----------------------------------|--|---|---|--|
| | <p>example of these diseases.</p> <ul style="list-style-type: none"> ❖ Outline the factors that spread communicable diseases (causative organism) ❖ List and discuss the modes of transmission ❖ Identify the signs and symptoms of communicable and non-communicable diseases. ❖ Identify the preventive /control measures of communicable and non-communicable diseases. | | <p>teacher made questions.</p> <ul style="list-style-type: none"> ❖ Ask pupils to read their prescribed text books. | |
| 10. Primary Health Care | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Explain the meaning of immunity and immunization. ❖ List and describe the types of immunity(Natural and artificial) ❖ List the importance of immunization. ❖ Explain the meaning of EPI. ❖ Outline the diseases treated by EPI ❖ Explain the dosage and schedules for immunization. ❖ | <ul style="list-style-type: none"> ❖ Essay questions that require short answers ❖ Multiple choice questions ❖ True/false statements ❖ Oral presentations ❖ Homework based on teacher made questions | <ul style="list-style-type: none"> ❖ Teacher ask question to challenge the intellect of the pupils. ❖ Encourage drainsforming ❖ Health talk from health specialist | <ul style="list-style-type: none"> ❖ Blackboard ❖ Chart showing the types of diseases for immunization ❖ Flash cards. |
| 11. Pregnancy and having children | <p>Identify common indications of pregnancy Explain how to confirm a pregnancy Describe the key stages of pregnancy Describe what happens during birth and after Identify health risks associated with early pregnancy Understand how FGM might affect women’s experience of sex, pregnancy and delivery</p> <p>Specify adverse social consequences of early pregnancy or too many pregnancies too close</p> | <p>Introduce the subject by asking how does someone know when they are pregnant? Discuss how to confirm a pregnancy Describe the key stages of pregnancy Explain what happens during birth and after Discuss health risks associated with early pregnancy</p> | <p>Invite pregnant women and their partners to come and talk about their experiences of pregnancy, birth and parenting Prepare a quiz to test knowledge Activities (p.89-90) The story of Sara and Vincent Filling the gaps Activities (p.95-8) Discussing pictures</p> | <p>Our Future: reference material: 86-8 pregnancy p. 91 Signs of pregnancy p.93-4 Unsafe & unwanted pregnancies</p> |

| | | | | |
|--------------------|--|--|--|--|
| | together | Discuss health risks related to FGM Discuss adverse social consequences of early pregnancy or too many pregnancies too close together | Group discussion Quiz Crossword puzzle | |
| | Appreciate that children should be wanted, need to be cared and provided for, and loved Appreciate that pregnancy can be planned Acknowledge that not all people can or want to have children Recognise the risks of FGM for girl children | Lead a discussion or brainstorm on what babies and children need to be able to thrive Ask pupils – at what age/life-stage do you think people can provide these and hence begin child-bearing Discuss FGM in relation to the rights of the child and the responsibilities of parents | Observation of discussion Activities (Grade 8-9) p.105 Role plays Filling in the blanks Observe discussion | Our Future: Reference material p.98 Infertility Our Future (grade 8-9) Resource material: p.103-4 |
| 12. Healthy Living | After completing this topic/themes, the pupil should be able to: <ul style="list-style-type: none"> ❖ Explain the meaning of sexually transmitted diseases. ❖ List and identify examples of sexually transmitted diseases, gonorrhoea, syphilis and HIV/AIDS. ❖ Identify the signs and symptoms for each of these diseases. ❖ Outline and demonstrate the preventive measures of these diseases. | <ul style="list-style-type: none"> ❖ Teacher made questions ❖ Homework based on questions from prescribed text books | <ul style="list-style-type: none"> ❖ Brainstorming for active participation. ❖ Associate what is taught with the experience of pupils ❖ Introduce activity that will arouse the interest of pupils to participate. ❖ Visit to health clinic (PHU/DHMT) | <ul style="list-style-type: none"> ❖ give a talk to the class or school ❖ Class visit to a health clinic ❖ Video clips ❖ Documentary films |

**OUTLINE TEACHING SYLLABUS FOR BASIC EDUCATION
STAGE NINE (9) JSS II-THIRD TERM**

| Suggested Topics/ Themes/Units | Specific Learning Outcomes | Assessment Methods | Recommended Teaching Styles or Pedagogical Approaches | Suggested Learning Teaching Resources |
|---|---|---|---|---|
| 13. Fundamental Movement | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Distinguish between traditional and modern gymnastics. ❖ List and explain the movements in traditional as wells as modern gymnastics ❖ State and demonstrate steps involved in performing traditional and modern gymnastics. | <ul style="list-style-type: none"> ❖ Essay questions that requires short answers. ❖ Multiple choice questions ❖ Individual group work grading ❖ Practical demonstrations by pupils. | <ul style="list-style-type: none"> ❖ Teacher introduce the lesson by practical demonstrations ❖ Teacher asks questions to challenge the intellects of the pupils. ❖ Encourage brainstorming. ❖ Arouse their interest with activities. | <ul style="list-style-type: none"> ❖ Mats/mattresses ❖ Classroom ❖ Play ground ❖ Whistle ❖ Local musical instruments example kelay, segbureh, horse, rings. etc. |
| 15. Games (Table Tennis) | <p>After completing this topic/themes, the pupils should be able to :</p> <ul style="list-style-type: none"> ❖ Describe the history of table tennis. ❖ List and demonstrate the basic skills in table tennis ❖ Outline the dimension of the table tennis table. ❖ Identify the equipment used in table tennis. ❖ Outline the category of players in table tennis (Men’s singles and double, Women’s singles and doubles) ❖ List the officials of table tennis ❖ Describe how a game in table tennis in won/lost. | <ul style="list-style-type: none"> ❖ Essay questions that require short answers. ❖ Multiple choice questions ❖ Trued/false statements Oral presentation/explanations | <ul style="list-style-type: none"> ❖ Ask pupils to explain about the game by stages. ❖ Explain about the game in the classroom before taking the pupils to the playing ground. ❖ Discuss the number of players per team. ❖ Ask the pupils to demonstrate the skills of table tennis. ❖ Encourage a healthy discussion. | <ul style="list-style-type: none"> ❖ Table tennis ❖ Tables ❖ Rackets ❖ Balls ❖ Whistle ❖ Nets. |

| | | | | |
|-------------------------|--|--|---|---|
| 16. Athletics | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Construct the throwing sector for javeline ❖ Know and identify the dimension of a javeline sector. ❖ Outline the rules in throwing javeline ❖ Outline the history of the Olympic games | <ul style="list-style-type: none"> ❖ Essay question that requires short answers. ❖ Multiple choice questions ❖ True/false statements ❖ Ask pupils to explain orally ❖ Ask pupils to do practical demonstrations ❖ Individual group work grading ❖ Demonstrate basic fundamental skills | <ul style="list-style-type: none"> ❖ Introduce lesson with teacher demonstrations ❖ Ask pupils to perform similar activities ❖ Introduce lead- up activities to arouse the interest of pupils to participate actively. ❖ Encourage pupils to read text books ❖ Home work to encourage pupils for research knowledge. | <ul style="list-style-type: none"> ❖ Play ground ❖ Javeline |
| 17. Primary Health Care | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Define the term First Aid ❖ Identify who is a First Aider ❖ Outline the objective of First Aid ❖ List and describe the duties and qualities of a first Aider. ❖ Describe the first Aid kit ❖ List and identify the items found in the first Aid kit. ❖ Describe the following (a fracture (b dislocation (c sprains (d strains. ❖ State and describe the types of fracture, (Simple and compound fracture) dislocation. ❖ Describe the first aid treatment needed for (a fractures, (b dislocation (c strains (d sprains. ❖ Define family planning. ❖ | <ul style="list-style-type: none"> ❖ State and describe the types of family planning (Natural birth spacing and the use of contraceptive). ❖ Outline the importance of family planning. ❖ Outline and discuss the advantages of practicing family planning ❖ List and describe the types of contraceptives. ❖ State and discuss the various uses of contraceptives. Discuss their advantages and disadvantages. | | |
| 18. Environmental | <p>After completing this topic/themes, the pupils should be able to:</p> | <ul style="list-style-type: none"> ❖ Essay question that requires short answers | <ul style="list-style-type: none"> ❖ Introduce lesson with simple and clear | <ul style="list-style-type: none"> ❖ Charts ❖ Posters |

| | | | | |
|--------------------|--|--|---|---|
| Hazards | <ul style="list-style-type: none"> ❖ Define the meaning of disaster ❖ List and identify the types of disasters ❖ Outline the measures of how to control/prepare for disaster ❖ Describe the disaster preparedness for the following: fire, floods, earth quake, and landslides ❖ Identify examples of each in the community. ❖ State and describe the causes of disaster. | <ul style="list-style-type: none"> ❖ Multiple choice questions ❖ True/false statements ❖ Individual group presentation ❖ Individual or group work ❖ Homework based on questions in text books. ❖ Grading reports from field trips. | <p>questions that will challenge the mind of pupils to think critically</p> <ul style="list-style-type: none"> ❖ Brainstorming for active participation ❖ Associate what is taught with the experience of pupils. ❖ Visit selected sites. ❖ Invite disaster management expert to give a talk to the class or school. | <ul style="list-style-type: none"> ❖ Billboards ❖ Visit to experts to the school to give a talk. ❖ Site field trips ❖ Video clips ❖ Documentary films. |
| 19. Healthy Living | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Draw and label the Respiratory system ❖ Discuss the functions of the respiratory system ❖ Distinguish between inhalation and exhalation. ❖ Discuss the processes of inhalation and exhalation. ❖ List and identify the diseases of the respiratory system. ❖ Outline the preventive measures of the respiratory diseases. ❖ Draw and label the circulatory system. ❖ State and describe the functions of the circulatory system. ❖ Outline the processes involved in the circulatory system. ❖ | <ul style="list-style-type: none"> ❖ Essay question that requires short answers ❖ Multiple choice questions ❖ True/false statements ❖ Individual group presentation ❖ Individual or group work ❖ Homework based on questions in text books. ❖ Grading reports ❖ Identify the diseases associated with the circulatory system. ❖ Draw and label the human heart. ❖ Describe how blood circulation takes place in the body. ❖ | <ul style="list-style-type: none"> ❖ Introduce the lesson by asking pupils to state the meaning of inhalation and exhalation. ❖ Ask pupils to draw and label the respiratory system. ❖ Asked pupils to list the function of the respiratory System. ❖ Ask pupils to draw and label the circulatory system. ❖ Asked pupils to outline the function of the circulatory System. | <ul style="list-style-type: none"> ❖ Charts showing the respiratory and the circulatory systems. ❖ Blackboard, flashcards etc. |
| 20. Primary | After completing this topic/themes, the | ❖ Essay question that | ❖ Teacher ask questions to | ❖ Chart showing the |

| | | | | |
|-------------|--|---|---|--|
| Health care | pupils should be able to: <ul style="list-style-type: none"> ❖ Outline the components of blood. ❖ List and describe the three types of blood vessels eg. (Veins, arteries and capillaries). ❖ Describe the differences among the blood vessels. ❖ Identify and describe the disorders and care of the circulatory system. ❖ | requires short answers <ul style="list-style-type: none"> ❖ Multiple choice questions ❖ True/false statements ❖ Individual group presentation ❖ Individual or group work ❖ Homework based on questions in text books. ❖ Grading reports | challenge the intellects of the pupils. <ul style="list-style-type: none"> ❖ Encourage brain storming ❖ Aroused their interest with activities. | difference among the blood vessels, call on health specialist for a talk, billboards, video clip documentary films specimens |
|-------------|--|---|---|--|

**OUTLINE TEACHING SYLLABUS FOR BASIC EDUCATION
STAGE NINE (9) JSS III-FIRST TERM**

| Suggested Topics/ Themes/Units | Specific Learning Outcomes | Assessment Methods | Recommended Teaching Styles or Pedagogical Approaches | Suggested Learning Teaching Resources |
|---|--|--|--|---|
| 21. Healthy Living | After completing this topic/themes, the pupils should be able to: <ul style="list-style-type: none"> ❖ Discuss the structure of the nervous systems. ❖ Outline the functions of the nervous systems ❖ Outline the components of the nervous system. ❖ Identify the reflex actions that takes place in the nervous system. ❖ Describe the disorders and care of the nervous systems. ❖ Describe the following in the endocrine system – glands, hormones – location of glands. ❖ Outline the functions of hormones and their effects, deficiency and over secretion. | <ul style="list-style-type: none"> ❖ Essay question that requires short answers ❖ Multiple choice questions ❖ True/false statements ❖ Oral presentations ❖ Homework based on teacher made questions | <ul style="list-style-type: none"> ❖ Discuss the functions of the nervous system ❖ Ask the pupils to explain the components of the nervous system. | <ul style="list-style-type: none"> ❖ A chart showing diagram of the nervous system ❖ Billboards ❖ Posters ❖ Talk from a health worker ❖ Video clips. |

| | | | | |
|--------------------------------|---|--|--|--|
| <p>22. Primary Health Care</p> | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Define the term drowning ❖ List and identify the causes of drowning ❖ Outline the preventive measures in drowning ❖ State and describe the steps involved in preparing ORS. ❖ Explain the meaning of ORS <p>O = Oral R = Rehydration S = Salt</p> <ul style="list-style-type: none"> ❖ Outline the importance of its use. ❖ Why exclusive breast feeding is necessary ❖ Explain the meaning of breast feeding ❖ Explain the importance of breast feeding to the child. | <ul style="list-style-type: none"> ❖ Essay questions that requires short answers ❖ Multiple choice questions ❖ True/false statements ❖ Oral presentation/explanation | <ul style="list-style-type: none"> ❖ Teacher ask questions to challenge the intellects of the pupils ❖ Encourage brainstorming | <ul style="list-style-type: none"> ❖ Chart showing a mother breast feeding her child. |
| <p>23. Athletics</p> | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ List and identify all the athletics officials ❖ State for each athletic official their duties | <ul style="list-style-type: none"> ❖ Essay questions that requires short answers ❖ Multiple choice questions ❖ True/false statements ❖ Oral presentation/explanation ❖ Homework based on teacher made questions ❖ Ask pupils to read about the topic from text book. | <ul style="list-style-type: none"> ❖ Teacher asks questions to challenge the intellect of the pupils ❖ Encourage brainstorming ❖ Teacher encourage pupils to role play on some of the duties. | <ul style="list-style-type: none"> ❖ Video clips ❖ Visit to a athletic meeting areas. ❖ Documentary films. |
| <p>24. First Aid</p> | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Describe the following conditions: <ul style="list-style-type: none"> - Wound - Bleeding - Burns and | <ul style="list-style-type: none"> ❖ Essay questions that requires short answers ❖ Multiple choice questions ❖ True/false statements ❖ Individual group work | <ul style="list-style-type: none"> ❖ Teacher introduce lesson with simple and clear questions that will challenge the mind of the pupils. | <ul style="list-style-type: none"> ❖ Visit to a health clinic ❖ Video clips ❖ Health talk from a health specialist ❖ Chart showing |

| | | | | |
|------------------------------|---|--|---|--|
| | <ul style="list-style-type: none"> - Scars. ❖ List and describe the types of the following - Wound - Bleeding ❖ Outline the causes of burn and scars ❖ Outline the first Aid treatment to be given to the following: - Snake bite - Dog bite - Burns and scars - Wounds - Bleeding - Bruise. | <ul style="list-style-type: none"> grading ❖ Practical demonstration | <ul style="list-style-type: none"> ❖ Brainstorming for active participation ❖ Associate what is taught with experience of pupils. | <p>diagrams.</p> |
| 25. Environmental Sanitation | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Define deforestation and a forestation ❖ State and describe the causes, effects and remedies of deforestation. ❖ Understand the term climate change, causes, effects and remedies of climate change. ❖ Define the term pollution ❖ List the types of pollution ❖ Outline the causes, control and prevention of environment pollution to man ❖ Explain the term refuse ❖ List and describe the types of refuses and how to dispose it. ❖ Discuss ways of how to manage refuse. ❖ List and identify ways of how a country can cope with the effects of war. ❖ Define famine. ❖ List and discuss the types of famine causes and effects. ❖ Outline the coping mechanism used to | <ul style="list-style-type: none"> ❖ Essay question that requires short answers ❖ Multiple choice questions ❖ True/false statements ❖ Individual or group presentation ❖ Teacher made questions ❖ Homework based on question in text books ❖ Grading report from field trips. | <ul style="list-style-type: none"> ❖ Introduce lesson with simple clear questions that will challenge the minds of pupils to think critically. ❖ Brainstorming for active participation ❖ Associate what is taught with experience to pupils ❖ Introduce an activity that will arouse the interest of pupils to participate. ❖ Visit to recommended sites. | <ul style="list-style-type: none"> ❖ Charts ❖ Posters ❖ Billboards ❖ Visit of experts to the school to give a talk ❖ Site field trip visit by the school/class. ❖ Documentary films. |

| | | | | |
|------------------|---|---|---|---|
| | <p>manage famine.</p> <ul style="list-style-type: none"> ❖ Describe how to prevent famine. | | | |
| 26. Sense Organs | <p>After completing this topic/themes/unit the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Understand the term sense organ. ❖ List and describe the types of sense organs (eye, Ear, Tongue, Nose and Skin) ❖ Draw and label each of these sense organs ❖ Identify the functions of these organs to the body ❖ Explain the care for these organs. | ❖ | ❖ | ❖ |

**OUTLINE TEACHING SYLLABUS FOR BASIC EDUCATION
STAGE NINE (9) JSS III-SECOND TERM**

| Suggested Topics/ Themes/Units | Specific Learning Outcomes | Assessment Methods | Recommended Teaching Styles or Pedagogical Approaches | Suggested Learning Teaching Resources |
|---|---|---|--|---|
| 27. Primary Health Care | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Explain the causative agents mode of transmission signs and symptoms, treatment and control of the following diseases: <ul style="list-style-type: none"> - Malaria - Typhoid - River Blindness - Cholera - Bilharzia - Ebola - Corona virus disease - Cold - Tuberculosis | <ul style="list-style-type: none"> ❖ Essay question that requires short answers ❖ Multiple choice questions ❖ True/false statements ❖ Homework based on questions in text books ❖ Visit to health clinic and grade by oral presentation or written. ❖ Invite health experts for a talk in the school. | <ul style="list-style-type: none"> ❖ Brainstorming for active participation. ❖ Associate what is taught with the experience of the pupils ❖ Introduce an activity that will arouse the interest of pupils ❖ Visit to recommended sites | <ul style="list-style-type: none"> ❖ Chart ❖ Posters ❖ Site visit ❖ Documentary films ❖ Billboards ❖ Visits to school to give a talk. |

| | | | | |
|---------------------------|--|---|--|---|
| | <ul style="list-style-type: none"> - HIV/AIDS etc. | | | |
| 28. Games/Sports | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Discuss the safety precautions in executing the skills in games: soccer, volleyball, tennis, table tennis, basketball, handball, badminton, cricket etc. ❖ List and identify the international sports governing bodies examples FIFA, CAF, IOF, ICC, FIBA | <ul style="list-style-type: none"> ❖ Essay questions that requires short answers. ❖ Multiple choice questions ❖ True/false statements ❖ Homework based on questions from text books ❖ Ask pupils to demonstrate the safety precautions of the games ❖ Ask pupils to explain orally | <ul style="list-style-type: none"> ❖ Introduce lesson with teacher demonstration ❖ Ask pupils to perform similar activities. | <ul style="list-style-type: none"> ❖ Video clips ❖ Documentary films ❖ Teacher demonstration ❖ Pay ground. |
| 29. First Aid (Accidents) | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Explain the meaning of accidents poisoning ❖ List and describe the types of accidents and common poisons ❖ Know and identify the signs and symptoms as well as the treatment and preventive measures of accidents and common poisons. ❖ Outline and discuss the causes of accidents ❖ Name some accident spots ❖ Educate friends and other relations that accident could be the source of death. ❖ Know the core message of accident does not occur every day and that some can be fatal. | <ul style="list-style-type: none"> ❖ Essay questions that requires short answers ❖ Multiple choice questions ❖ True/false statements ❖ Visit to accidents spot ❖ Individual/group work presentation on accident spot. ❖ Ask pupils to draw accident spot and describe what happened as homework ❖ Role play. | <ul style="list-style-type: none"> ❖ Pupils to give definition of accidents ❖ Tell whether they have witnessed any. ❖ Whether they have been involved in or their friends or relations. ❖ Tell how to prevent accident ❖ Role play in accident ❖ Discuss an accident spot with class and get their views ❖ Visit accident spots in the community ❖ Ask them to describe how to avoid accidents at home school, and community | <ul style="list-style-type: none"> ❖ Chart showing different accident spots ❖ Chart showing accident spots in the home, school environment and the community. |
| 30. Growth Monitoring | <p>After completing this topic/themes, the pupils should be able to:</p> | <ul style="list-style-type: none"> ❖ Essay questions that requires short answers | <ul style="list-style-type: none"> ❖ Teacher asks questions to challenge the intellects of | <ul style="list-style-type: none"> ❖ Chart showing the different sizes of |

| | | | | |
|--|--|--|---|--|
| | <ul style="list-style-type: none"> ❖ Define the term growth ❖ State the importance of growth in the child ❖ List and describe the stages of childhood growth ❖ Demonstrate monitoring of child growth. ❖ Describe the following child developmental stages: <ul style="list-style-type: none"> - Mental development - Physical development - Social development - Emotional development. | <ul style="list-style-type: none"> ❖ Multiple choice questions ❖ True/false statements ❖ Homework based on teacher made questions ❖ Individual/group demonstration ❖ Oral presentation/explanation. | <p>the pupils</p> <ul style="list-style-type: none"> ❖ Encourage brainstorming ❖ Arouse their interest with activities ❖ Discuss with learners the visible signs to watch for in growth. | <p>human beings</p> <ul style="list-style-type: none"> ❖ Video clip ❖ Documentary films. |
|--|--|--|---|--|

**PYSICAL HEALTH EDUCATION
OUTLINE TEACHING SYLLABUS FOR BASIC EDUCATION
STAGE NINE (9) JSS III-THIRD TERM**

| Suggested Topics/ \Themes/Units | Specific Learning Outcomes | Assessment Methods | Recommended Teaching Styles or Pedagogical Approaches | Suggested Learning Teaching Resources |
|--|---|---|---|---|
| 31. Definition of Physical health Education. | <p>After completing this topic/themes/unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Discuss the meaning of Physical Health education ❖ Outline the importance of Physical health Education. ❖ Identify the branches of Physical Health education. | <ul style="list-style-type: none"> ❖ Essay questions that requires short answers ❖ Multiple choice questions ❖ True/false statements ❖ Oral presentation/explanations | <ul style="list-style-type: none"> ❖ Teacher asks questions to challenge the intellect of the pupils ❖ Encourage brainstorming ❖ Explain the damains of Physical Health Education (cognitive, psychomotor affective) | <ul style="list-style-type: none"> ❖ Flash cards ❖ Blackboard |

| | | | | |
|------------------------|--|--|--|---|
| 32. Movement Skills | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Perform a well-coordinated and improved body movement (shapes, weight, bearing and transfer of weight, hand stand (with or without support) creative dance (local dance) and using of local made instruments. | <ul style="list-style-type: none"> ❖ Essay questions that require short answers ❖ Multiple choice questions ❖ True/false statements ❖ Oral presentation/explanations | <ul style="list-style-type: none"> ❖ Teacher introduces lesson with practical demonstrations ❖ Teacher asks questions to challenge the intellect of pupils ❖ Encourage brainstorming ❖ Arouse their interest with activities | <ul style="list-style-type: none"> ❖ Mattresses ❖ Play ground ❖ Whistle ❖ Local Instrument (gymnastics apparatus (i.e. horse, bars rings, weights etc.) |
| 33. Games (Dimensions) | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Define games and list types of games ❖ Outline the dimension of some major games example soccer, volleyball, handball, basketball, tennis, table tennis and swimming. | <ul style="list-style-type: none"> ❖ Essay questions that requires short answers ❖ Individual /groupwork demonstration on layout of different games ❖ Teacher executes individual/group practical grading | <ul style="list-style-type: none"> ❖ Teacher introduce lesson with practical demonstration ❖ Arouse their interest with activities ❖ Role play (individual/group) ❖ Ask outstanding pupils to demonstrate ❖ Ask pupils to explain the steps in laying out of each game court/pitch. | <ul style="list-style-type: none"> ❖ Play ground ❖ Measuring tape ❖ Pegs, ❖ Hoes ❖ Paints ❖ Brush |
| 34. Healthy Living | <p>After completing this topic/themes, the pupils should be able to;</p> <ul style="list-style-type: none"> ❖ Define the following <ul style="list-style-type: none"> - Exercise - State the effects of exercise on the human body - Outline the rules concerning exercise ❖ Define rest and sleep ❖ State the rules for sleep. | <ul style="list-style-type: none"> ❖ Essay questions that require short answers ❖ Multiple choice questions ❖ True/false statements ❖ Oral presentations | <ul style="list-style-type: none"> ❖ Encourage brainstorming ❖ Arouse their interest with activities | <ul style="list-style-type: none"> ❖ Chart showing the effects of exercise on the body ❖ Posters ❖ Billboards ❖ Beds |
| 35. Environmental | After completing this topic/themes, the | ❖ Essay questions that require | ❖ Encourage | ❖ Documentary |

| | | | | |
|---|---|---|--|---|
| <p>Hazards</p> | <p>pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Describe the different types of disasters that occur in the communities ❖ State and discuss the different management processes involved in the disaster management ❖ Outline the immediate and long term consequences disasters. ❖ Identify how to control or prepare for disaster ❖ Define pollution ❖ State and describe the types of pollution ❖ Outline the causes, control and prevention of environmental pollution. ❖ Outline the effect of environmental pollution to man. ❖ List discuss the common pollutants. | <p>short answers</p> <ul style="list-style-type: none"> ❖ Multiple choice questions ❖ Teacher ask questions from site visit for grading | <p>brainstorming</p> <ul style="list-style-type: none"> ❖ Individual/group work ❖ Encourage pupils to do site visitation ❖ Pupils to do report after such visitation | <p>films</p> <ul style="list-style-type: none"> ❖ Posters ❖ Video clips ❖ Arrange a visit to disaster sites ❖ Call on environmental specialist for a talk to the class/school |
| <p>36. Pregnancy & Birth</p> | <p>Identify common indications of pregnancy</p> <p>Explain how to confirm a pregnancy</p> <p>Describe the key stages of pregnancy</p> <p>Describe what happens during birth and after</p> <p>Identify health risks associated with early pregnancy</p> <ul style="list-style-type: none"> ❖ Specify adverse social consequences of early pregnancy or too many pregnancies too close together | <p>Introduce the subject by asking how does someone know when they are pregnant?</p> <p>Discuss how to confirm a pregnancy</p> <p>Describe the key stages of pregnancy</p> <p>Explain what happens during birth and after</p> <p>Discuss health risks associated with early pregnancy</p> <ul style="list-style-type: none"> ❖ Discuss adverse social consequences of early pregnancy or too many pregnancies too close together | <p>Invite pregnant women and their partners to come and talk about their experiences of pregnancy, birth and parenting</p> <p>Prepare a quiz to test knowledge</p> <p>Activities (p.89-90)</p> <p>The story of Sara and Vincent</p> <p>Filling the gaps</p> <p>Activities (p.95-8)</p> <p>Discussing pictures</p> <p>Group discussion</p> <ul style="list-style-type: none"> ❖ Crossword puzzle | <p>Our Future: reference material:</p> <p>86-8 pregnancy</p> <p>p. 91 Signs of pregnancy</p> <p>p.93-4 Unsafe & unwanted pregnancies</p> |
| <p>37. Refuse (Types and Disposal)</p> | <p>After completing this topic/themes, pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Define the meaning of refuse, types of refuse and how to | <ul style="list-style-type: none"> ❖ Essay questions that require short answers ❖ Multiple choice questions ❖ Grading report on field trips. | <ul style="list-style-type: none"> ❖ Introduce lesson with simple clear questions that will challenge the minds | <ul style="list-style-type: none"> ❖ Chart ❖ Posters ❖ Site visits ❖ Expert talks |

| | | | | |
|--|--|---|---|---|
| | <p>dispose refuse.</p> <ul style="list-style-type: none"> ❖ Outline the ways of how to manage refuses. | <ul style="list-style-type: none"> ❖ Homework based on questions in text books as well as teacher made questions. | <p>of the pupils to think critically.</p> <ul style="list-style-type: none"> ❖ Associate what is taught with the experience of pupils. ❖ Brainstorm for active participation ❖ Visit to recommended sites ❖ Expert to give a talk in school | <ul style="list-style-type: none"> ❖ Video clips ❖ Documentary films. |
| <p>38. Athletics (construction of Athletics Track)</p> | <p>After completing this topic/themes, the pupils should be able to:</p> <ul style="list-style-type: none"> ❖ Outlined and demonstrate the steps involved in constructing a 300m track and the 400m track | <ul style="list-style-type: none"> ❖ Essay questions that requires short answers ❖ Multiple choice questions ❖ True/false statement ❖ Oral presentations ❖ Teacher demonstrates and ask pupils to do the same. | <ul style="list-style-type: none"> ❖ Teacher introduce lesson with demonstrations ❖ Encourage pupils to read text books ❖ Homework to encourage than for research knowledge. | <ul style="list-style-type: none"> ❖ Tape rules ❖ Hoes ❖ Pegs ❖ Line ❖ Paints ❖ Brush ❖ Cups ❖ Buckets. |