

**Lagos State Ministry of Education Schemes of work for Primary School
PHYSICAL AND HEALTH EDUCATION
PRIMARY FOUR**

FIRST TERM

WEEKS SUMMARY OF CONTENTS

- 1. Locomotive movement: (I). Walking
(II). Running (iii). Skipping (IV). Hopping
(IV). Jumping (VI). Leaping**
- 2. Non – locomotive movement e.g. (I). Stretching
(ii). Bending (iii). Twisting**
- 3. Non – locomotive movement i.e.
(I). swimming (ii). Pulling (iii). Pushing**
- 4. Athletics: track event e.g. middle
Distance race such as 800m
(I). Starting, (II). Running (III). Takeoff, (IV). Arm – action
(V). Finishing**
- 5. Track event: Middle distance, such as
1500m – (I). Starting (II). Takeoff (III). Arm
Action
(V). Finishing**
- 6. Track event: relay – race $4 \times 100\text{m}$
Baton grip, exchange, visual exchange**
- 7. Games & sport: football, skills
Dribbling and shooting**
- 8. Football: ball control, goal keeping**
- 9. Table tennis: skills in table tennis e.g.
The grip, services – fore hand and back hand**
- 10 First aid – safety education: Definition and
Content of first aid box**
- 11. First aid uses of aid material**
- 12. Revision and examination**

TOPIC: LOCOMOTIVE MOVEMENT

PERFORMANCE OBJECTIVES

At the end of this lesson, pupils should be able to know about:

- **Meaning of locomotive movement and non-locomotive movement.**

REFERENCE MATERIALS

- **NERDC Basic Education Curriculum.**
- **Universal Basic Education Curriculum (UBE)**
- **Unified Schemes of Work for Lagos State Primary Schools (MIDDLE BASIC)**
- **Lagos State Scheme of Work for Physical and Health Education.**
- **Online materials.**
- **Physical and Health Education for Primary Schools.**

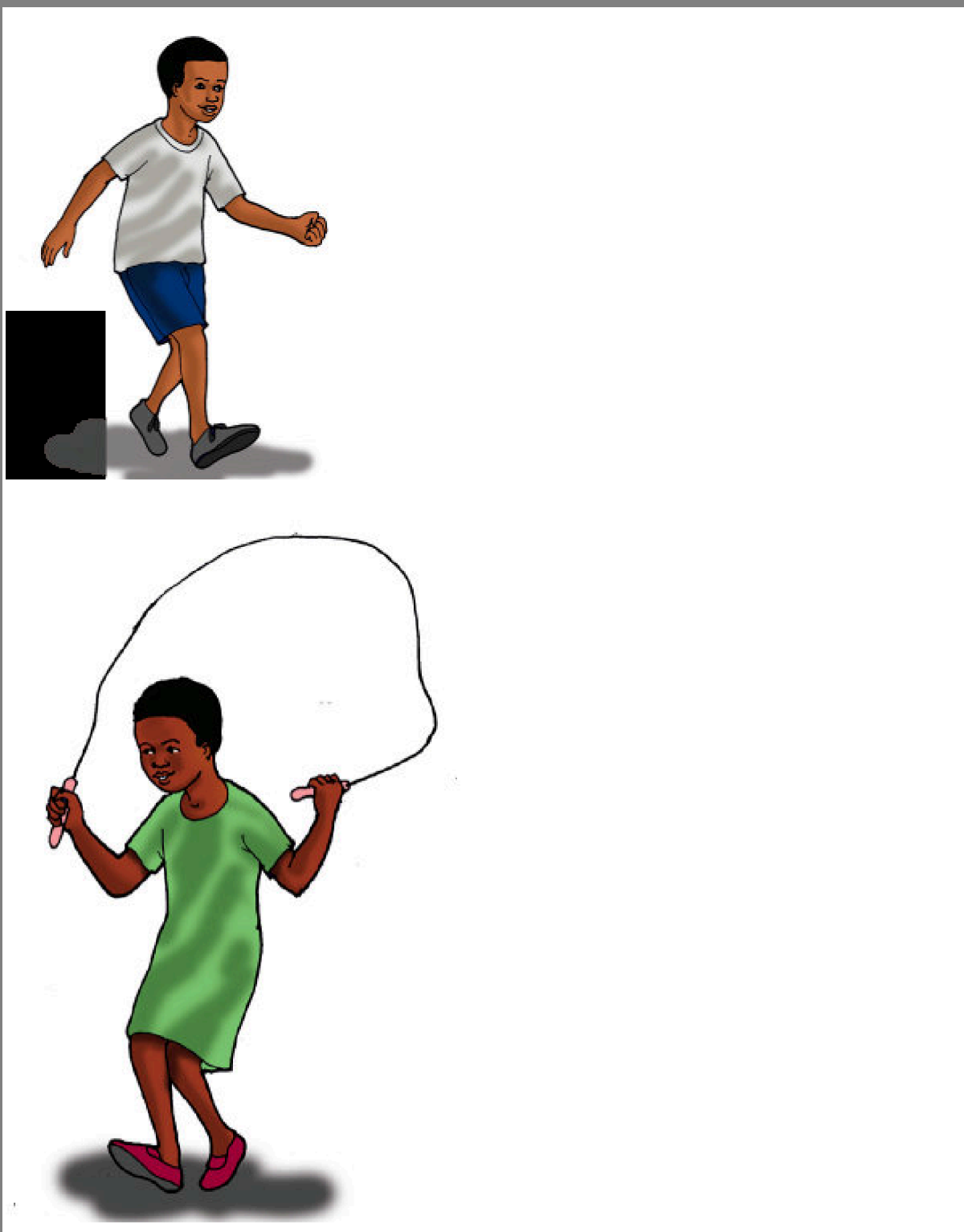
ENTRY BEHAVIOUR/ PREVIOUS LESSON: The students are familiar with sport activities.

WORD FILE: Fundamental, movement.

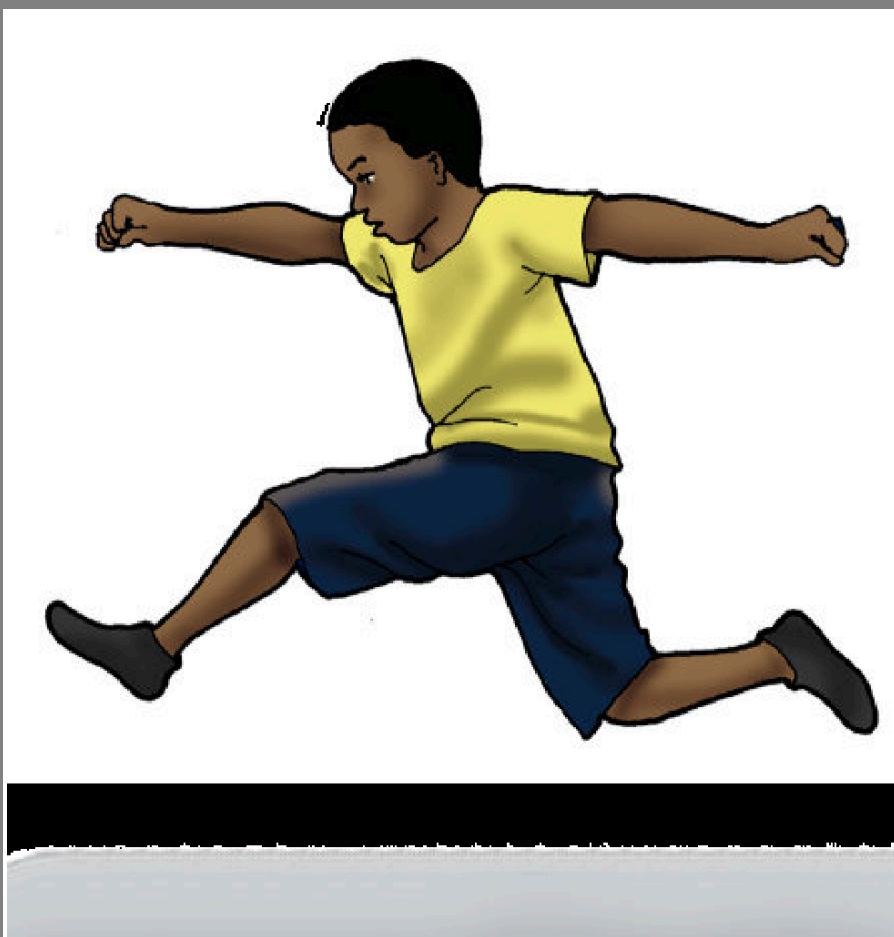
CONTENT

1.









Locomotors Locomotors Teacher askss

WEEK 2&3

TOPIC: NON LOCOMOTIVE MOVEMENT PERFORMANCE OBJECTIVES

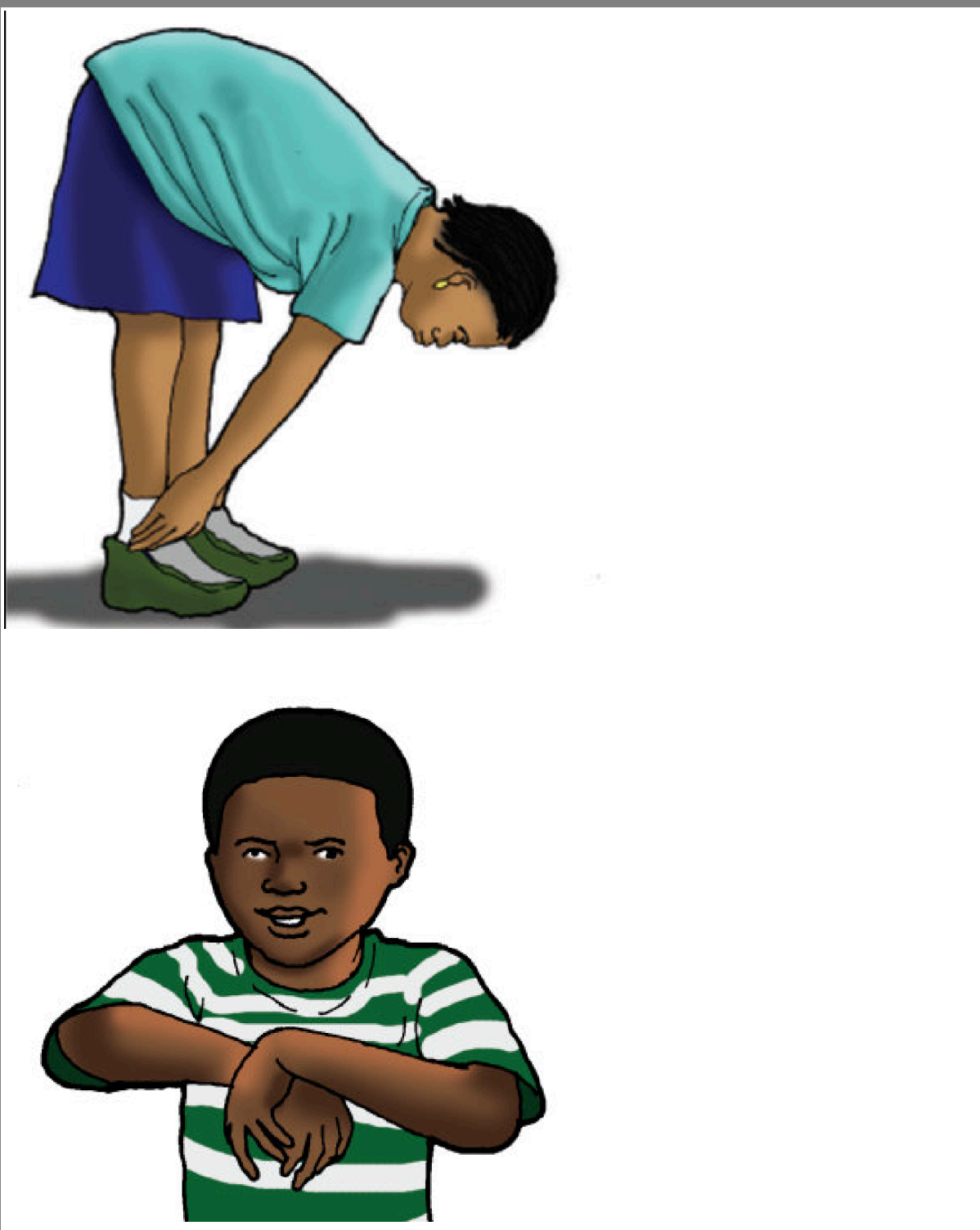
At the end of this lesson, pupils should be able to know about:

- **Examples of non-locomotive movement.**

REFERENCE MATERIALS

1.







Exercise

1. List five different types of non-locomotor movements.
2. Describe pushing and bending.
3. Pair up, hold your partner's hands and pull each other. Who is the stronger puller?
4. Describe twisting, using your hands or any other part of your body.

WEEK 4&5

TOPIC: ATHLETICS – FIELD EVENTS – LONG JUMP

PERFORMANCE OBJECTIVES

At the end of this lesson, pupils should be able to

- Define Athletics
- Explain Field event long jump

- **State the phases in long jump**

REFERENCE MATERIALS

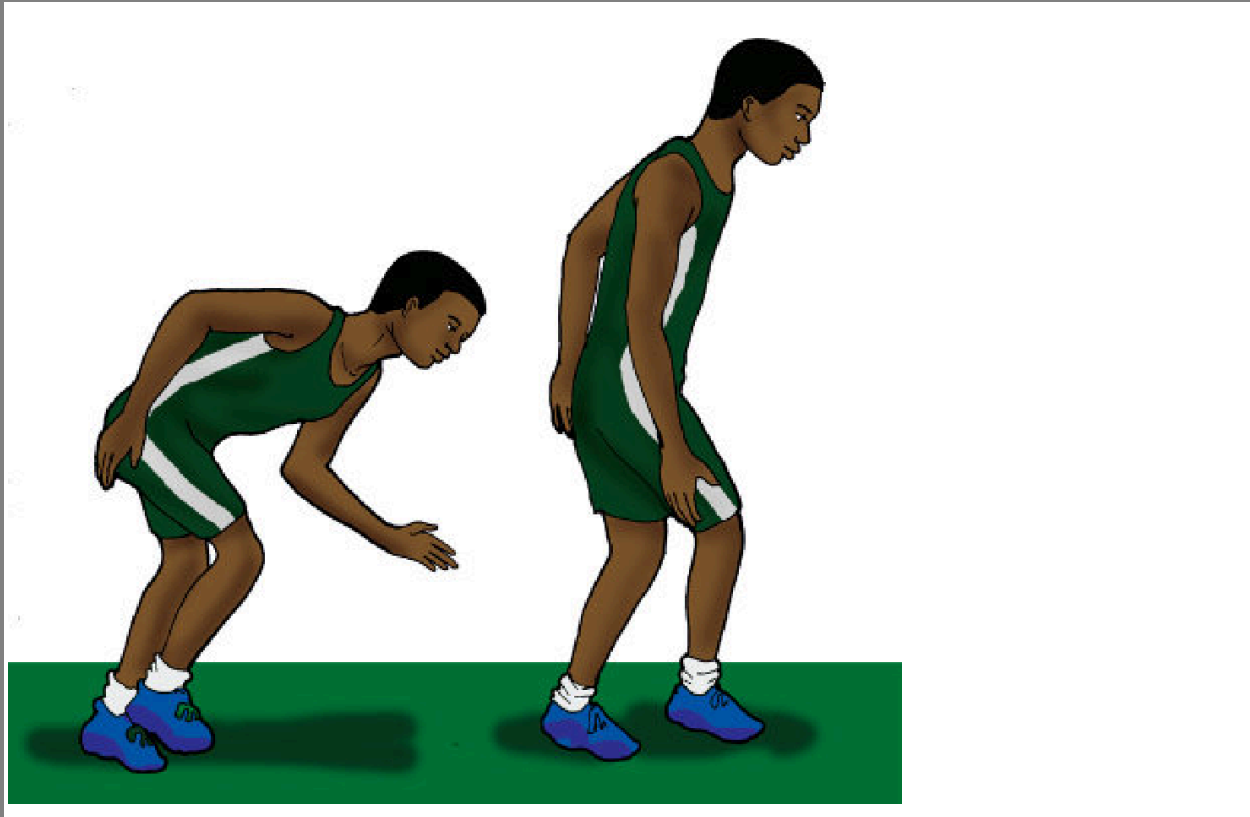
- **NERDC Basic Education Curriculum.**
- **Universal Basic Education Curriculum (UBE)**
- **Unified Schemes of Work for Lagos State Primary Schools (MIDDLE BASIC)**
- **Lagos State Scheme of Work for Physical and Health Education.**
- **Online Materials.**
- **Physical and Health Education for Primary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

ENTRY BEHAVIOUR/ PREVIOUS LESSON: The PUPILS are familiar with.

CONTENT

ATHLETICS HISTORY

Athletics started during the time of the early men when they were forced to run, jump, climb trees and mountains, throw sticks and stones, swim, dance, and wrestle in order to obtain their foods, or to protect their lives which were in dangers from enemy forces. It is a competitive sport. The first athletic meeting was held in 776 B.C. in Greece. It was known as Olympic Games held in honor of Zeus the king of the Greek gods. It came up every four years until 394 A.D. when it was banned by Emperor Theodosius who regarded it as a pagan festival but it was revived in 1896 by Monsieur Baron pierce de Coubertin a French lover of sports who was known as father of Olympic.



1. events are

The skills involved in middle distance races are mainly:

- 1. Starting**
- 2. Take off**
- 3. Running**
- 4. Arm action**
- 5. Finish**

Standing start

The method for the start in middle distance races is not the same as that for the sprints. The runner assumes the standing position at the command, 'On your mark'. The runner bends forward a little, the right or left leg leading, the right or left arm slightly forward. The command, 'Set', 'Go' or the blast of gun or whistle can also be used for middle distance races.

'Set' position: When in this position, the front knee should be flexed, and the body weight moved completely over the front leg. The runner should not bend too far forward, so as not to have a false start or 'beat the gun'. The driving leg in middle distance races is less vigorous than in the sprint. The mouth and nose at the same time, in order to take in more oxygen.

Arm action

The arm action is less vigorous as compared to sprints. The hands are cupped in a relaxed manner.



Finish

The runner should put in all his or her effort towards the finish of the race. He or she should not slow down until he or she breaches the tape or crosses the finishing line at full speed. Do not jump to the tape, but run through it.



events that involve ground. It

S

WEEK 6

TOPIC: TRACK EVENTS – Relay Race

UNITS:

PERFORMANCE OBJECTIVES

At the end of this lesson, pupils should be able to

- Discuss Track event
- Mention the skills in relay races

1. pupils

Relay races in athletics are team events.

There are different types. They are:

Take off

At the blast of the whistle or gun of the starter, the runner should lean forward in order to assist full movement (stretching of the legs, especially the forward swing of the leg.

Running

No specific lane is allocated to a particular racer. Running should not be at full speed at the beginning of the race as in the case of the 100 m or 200 m. Full speed would make the runner tire too early and make him slow down for the rest of the distance. At the curves, the body should be tilted slightly to the left and forward, so as to give the runner a comfortable running position. The runner should breathe through

At 'go' or the blast of the whistle or shot of the gun of the starter:

- b) The pushing effort is from the back leg.
- c) The body is gradually raised until it is slightly erect.
- d) The head is held up, not thrown behind.
- e) Arms must alternate, with the baton firmly held in order to stop it from slipping off.

The run-up

The run-up at this event is an approach run towards the receiver or outgoing runner. Both the incoming and outgoing runners should be in motion as the changeover takes place. If the incoming runner is holding the baton with the left hand, the receiver should receive it with the right hand.

Baton exchange

Baton exchange is the way in which the baton is passed from one runner to the other. There are two methods of baton exchange:

a) The visual method

b) The non-visual method

1. 4 × 100 m relay

2. 4 × 400 m relay

3. The medley relay

4. The shuttle relay

The 4 × 100 m relay means that a runner covers a distance of 100 m. A distance of 400 m must be covered at the end of the race by the 4 runners. The skills in 4 × 100 metres relay races are:

1. Baton grip

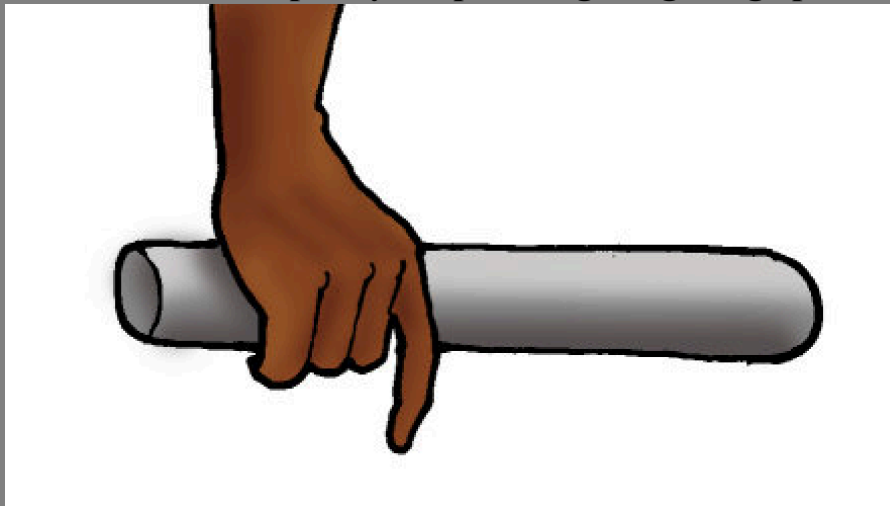
2. Take-off

3. Run-up

4. Baton exchange

Baton grip

The correct method of baton grip is gripping one-third of the baton so that the receiver will have plenty of space to get a good grip of the baton.

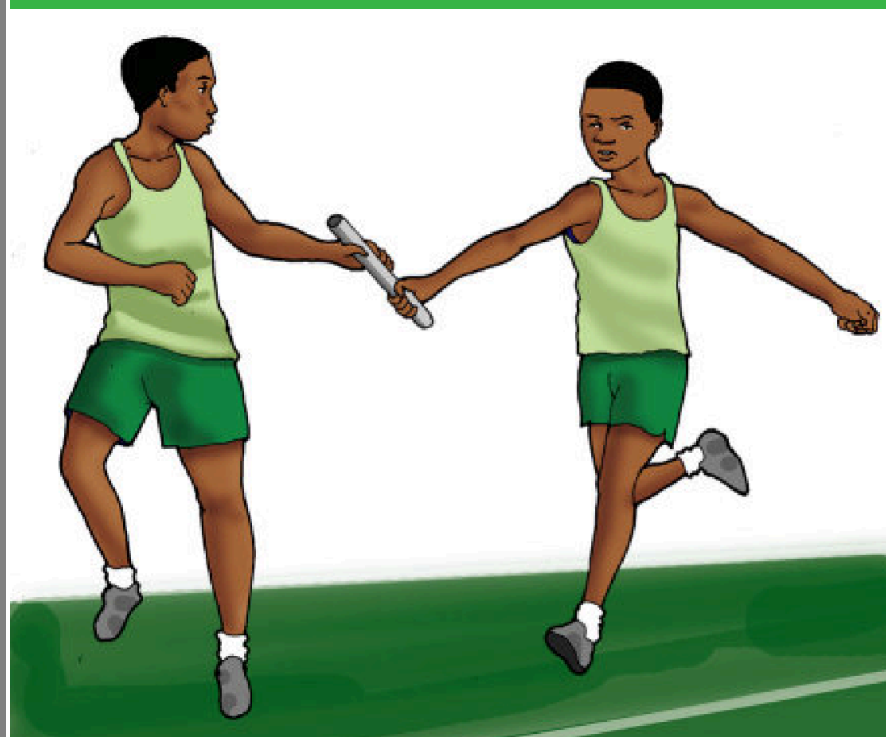


Take-off

The take-off in sprints is the same as in relay races.

The visual method

The visual method is the one in which the receiver (outgoing runner) looks back to see and take the baton from the incoming runner (giver). The receiver (outgoing runner) extends the hand in front of him to take the baton.



S

WEEK 7&8

TOPIC: FOOTBALL

PERFORMANCE OBJECTIVES

At the end of this lesson, pupils should be able to

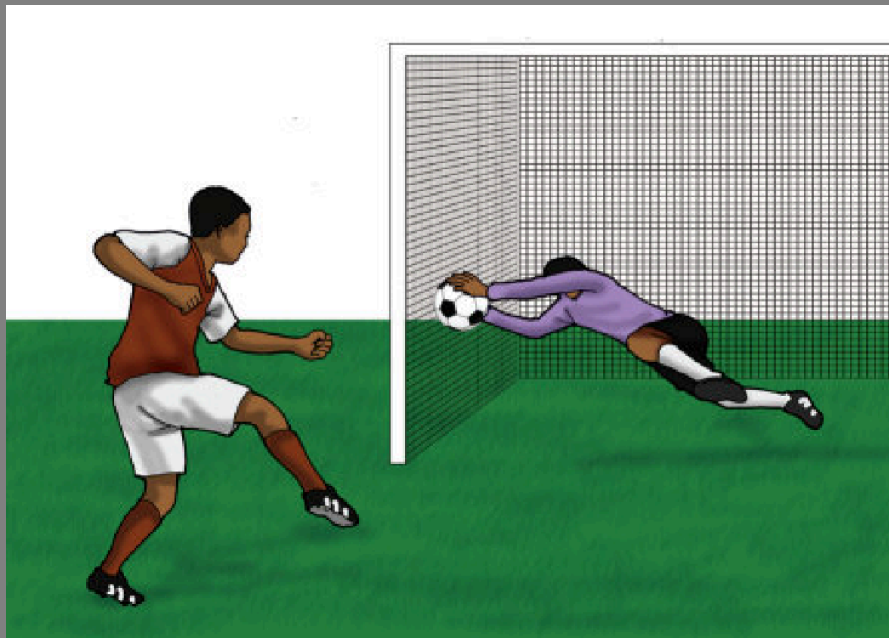
- **Narrate the history of football in Nigeria.**
- **Identify the facilities and equipment of football**
- **Draw and Label the football court with the right dimensions**

REFERENCE MATERIALS

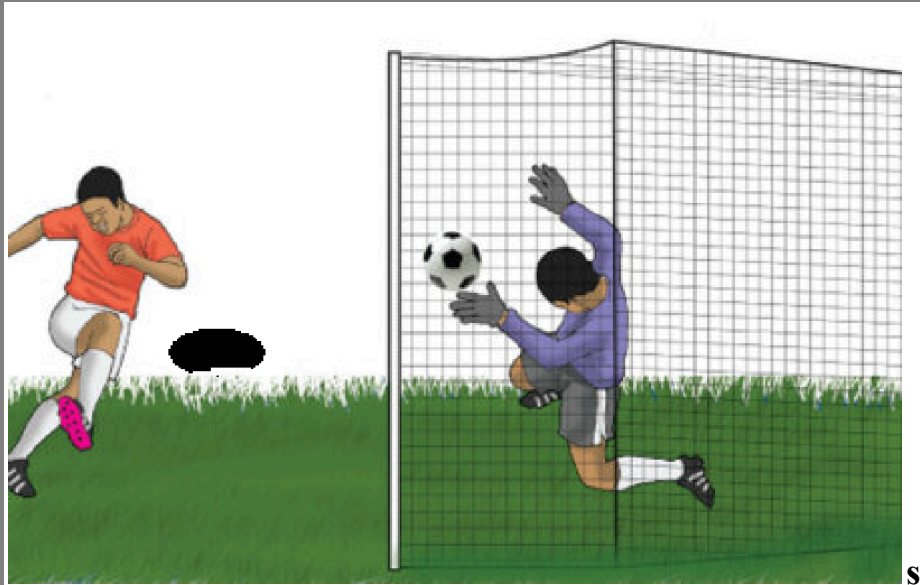
- **NERDC Basic Education Curriculum.**
- **Universal Basic Education Curriculum (UBE)**
- **Unified Schemes of Work for Lagos State Primary Schools (MIDDLE BASIC)**
- **Lagos State Scheme of Work for Physical and Health Education.**
- **Internet.**
- **Physical and Health Education for Primary Schools.**

ENTRY BEHAVIOUR/ PREVIOUS LESSON: pupils are familiar with football.

- - **football skills are those things one must know before the game of football can be effectively mastered and played. The skills are:**
 - **1. Dribbling**
 - **2. Shooting**
 - **3. Ball control**
 - **4. Passing**
 - **5. Heading**
 - **6. Kicking**
 - **Dribbling**
 - **It is the art of moving the ball and keeping it under one's control. It is also a way of moving the ball and avoiding the opponents in a zigzag manner. The eyes should be on the ball and the body erect, while the arms move freely for balance. The ball is kept close to the feet.**
 - **Shooting**
 - **This involves kicking the ball towards the goal in an attempt to score a goal. Shooting is one of the skills commonly used in soccer. Shooting could be done with a stationary or moving ball.**



- **Ball control**
- It is an art of keeping control of the ball to oneself. It involves dribbling and trapping. Trapping is the process of stopping the ball in order to gain control of it. Trapping can be done by the chest, foot, head, etc. Dribbling is the process of keeping control and possession of the ball. Dribbling is done in order to make a pass or take a shot at the goal.
- **Goalkeeping**
- Goalkeeping is the art of preventing the ball from going into the goal by using the hands, legs or other parts of the body. The goalkeeper is the only player in the game allowed to use his hands in the penalty area during a match.



WEEK 9

TOPIC: TABLE TENNIS

UNITS:

- The history of table tennis in Nigeria.
- Facilities and equipment of table tennis.
- Drawing and Labelling of table tennis board with dimensions.

PERFORMANCE OBJECTIVES

At the end of this discussion in this unit, students should be able to know about:

- Narrate the history of table tennis in Nigeria.
- Identify the facilities and equipment of table tennis
- Draw and Label the table tennis board with the right dimensions

TEACHING AND LEARNING MATERIALS

- Whiteboard/Chalkboard
- Explanatory posters/pictures
- Explanatory videos

TEACHING AND LEARNING METHODS

- Explanation

- **Discussion**
- **Questions and answers**

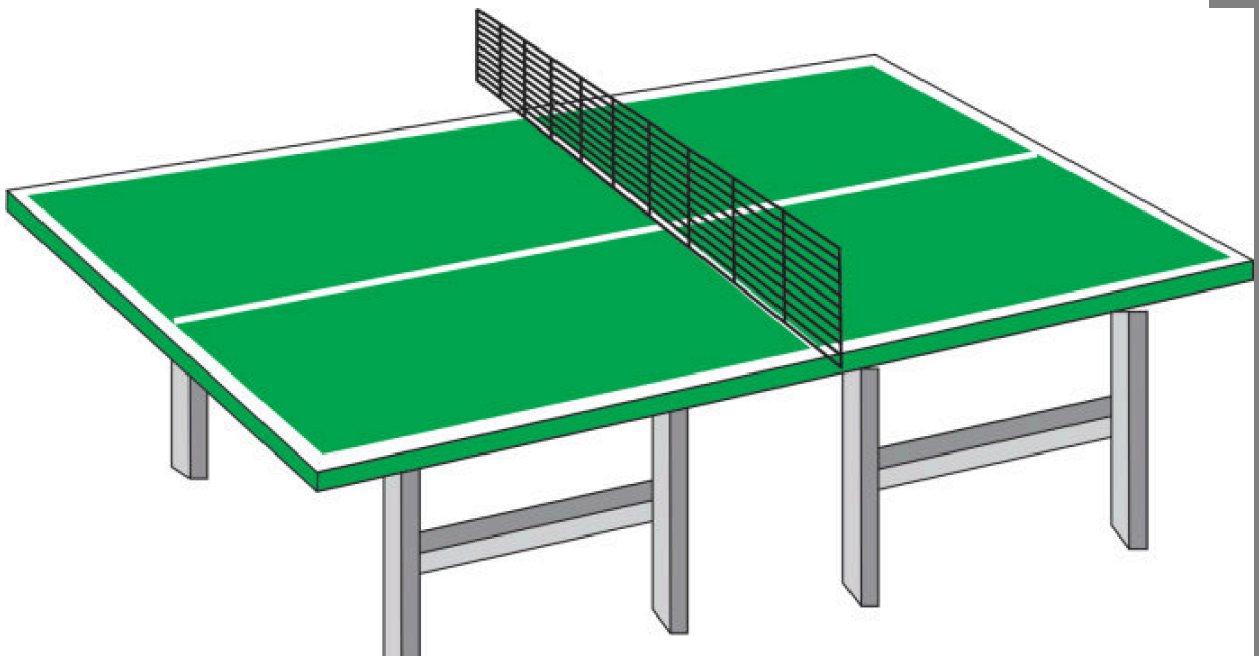
REFERENCE MATERIALS

- **NERDC Basic Education Curriculum.**
- **Universal Basic Education Curriculum (UBE)**
- **Unified Schemes of Work for Lagos State Primary Schools (MIDDLE BASIC)**
- **Lagos State Scheme of Work for Physical and Health Education.**
- **Internet.**
- **Edudelight Physical and Health Education for Primary Schools.**

ENTRY BEHAVIOUR/ PREVIOUS LESSON: The students are familiar with Hockey.

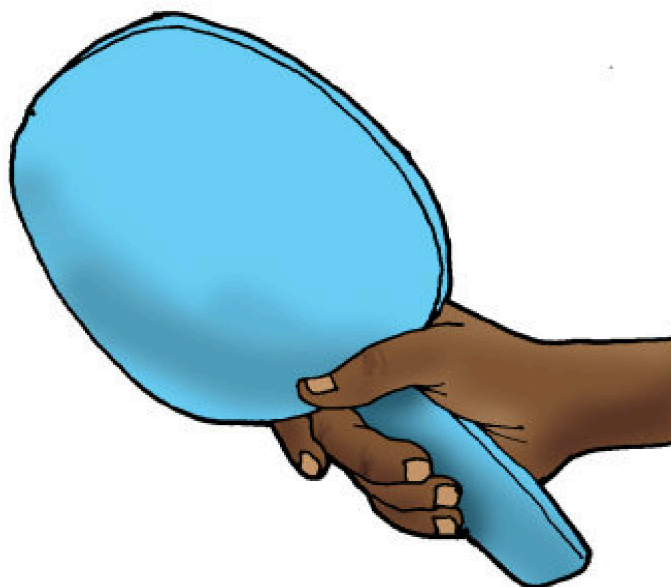
WORD FILE: originated, association, international, federation.

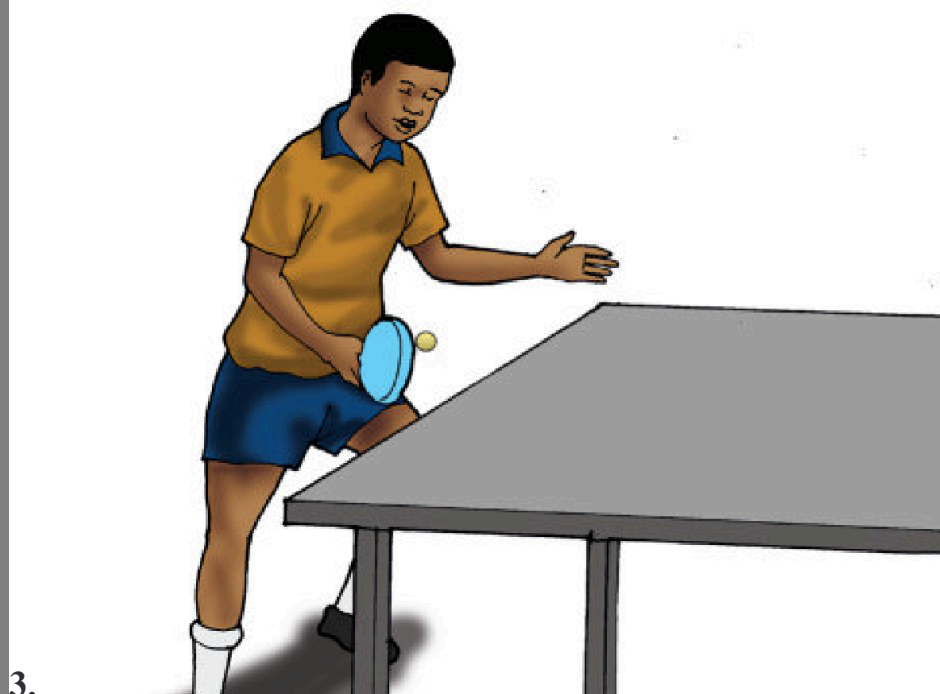
CONTENT



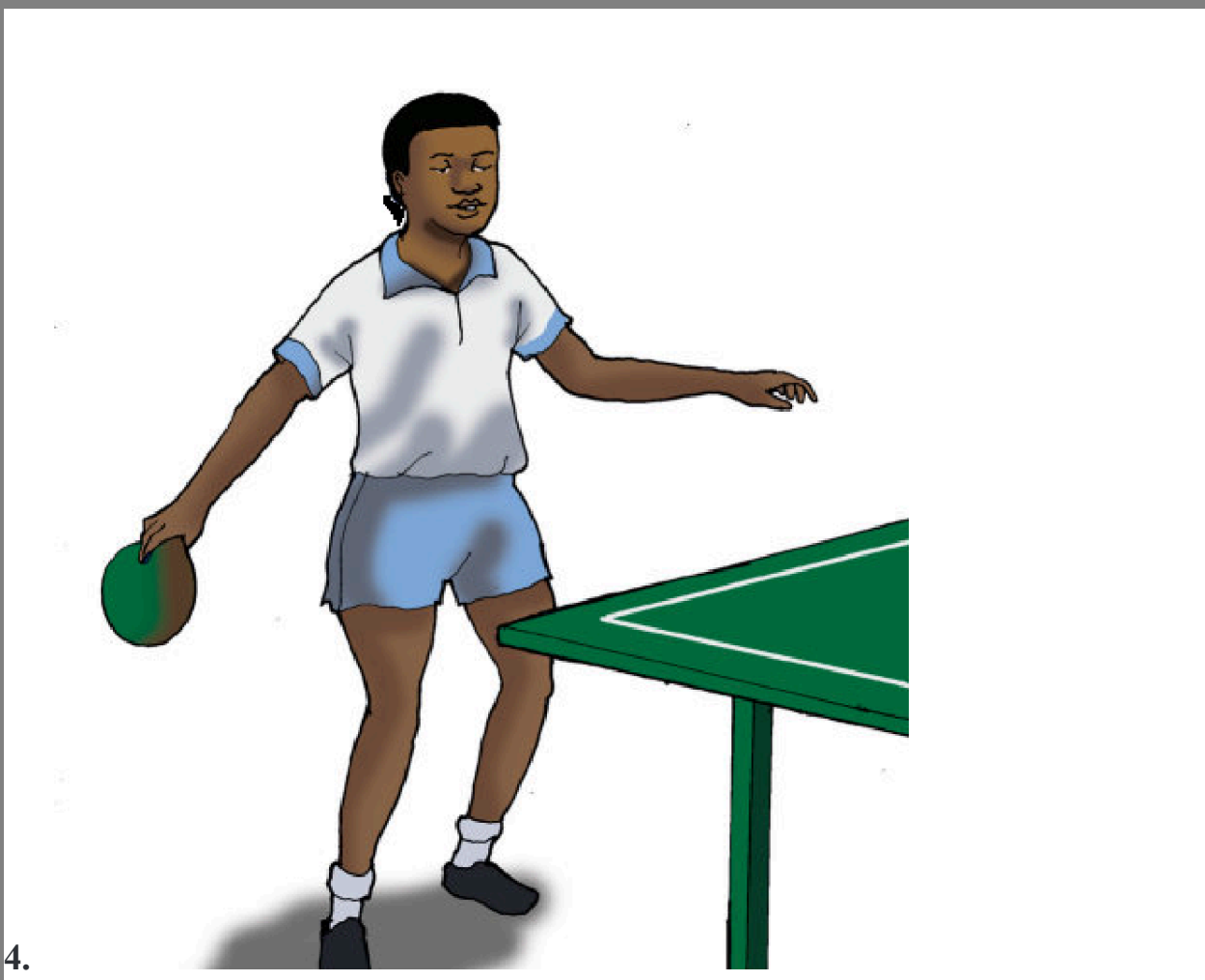
1.

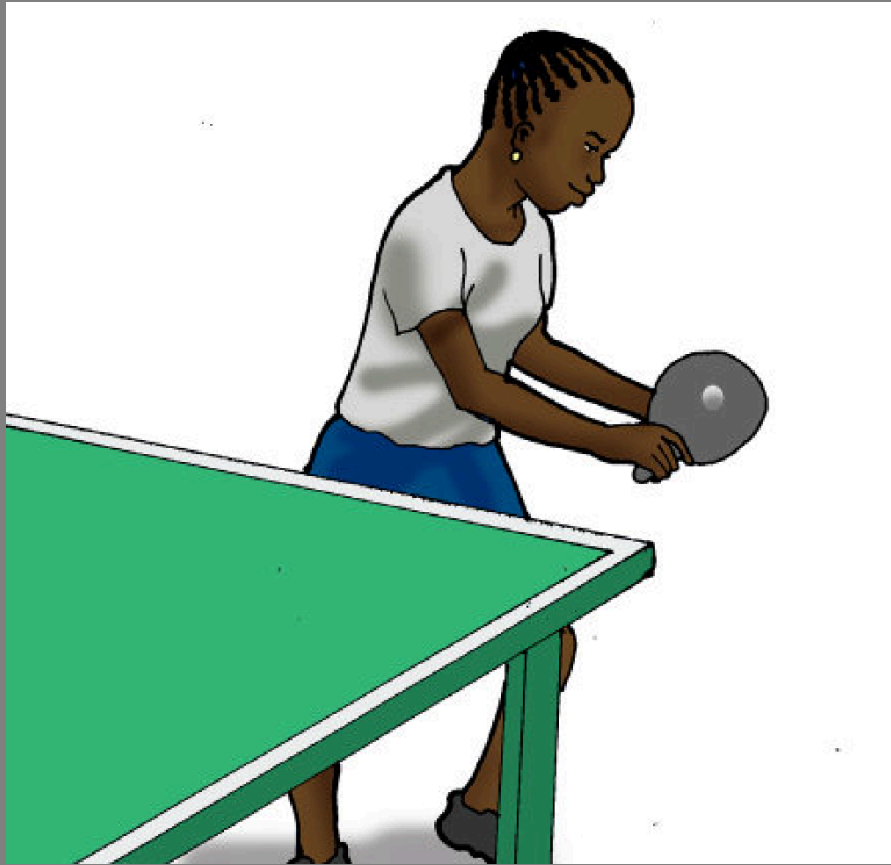
2.





3.





S

WEEK 10&11

TOPIC: THE FIRST AID BOX PERFORMANCE OBJECTIVES

At the end of this lesson, pupils should be able to

- **Define first aid**
- **Mention the equipment in the first aid**
- **State the uses of each equipment found in the first aid box**

REFERENCE MATERIALS

- **NERDC Basic Education Curriculum.**
- **Universal Basic Education Curriculum (UBE)**
- **Unified Schemes of Work for Lagos State Primary Schools (MIDDLE BASIC)**

- **Lagos State Scheme of Work for Physical and Health Education.**
- **Internet.**
- **Physical and Health Education for Primary Schools.**

ENTRY BEHAVIOUR/ PREVIOUS LESSON: The students are familiar with the topic.

CONTENT

The first aid box

A first aid box is a box/bag that contains all the kits/materials that are needed for first aid cure/emergency.

The contents of a first aid box are:

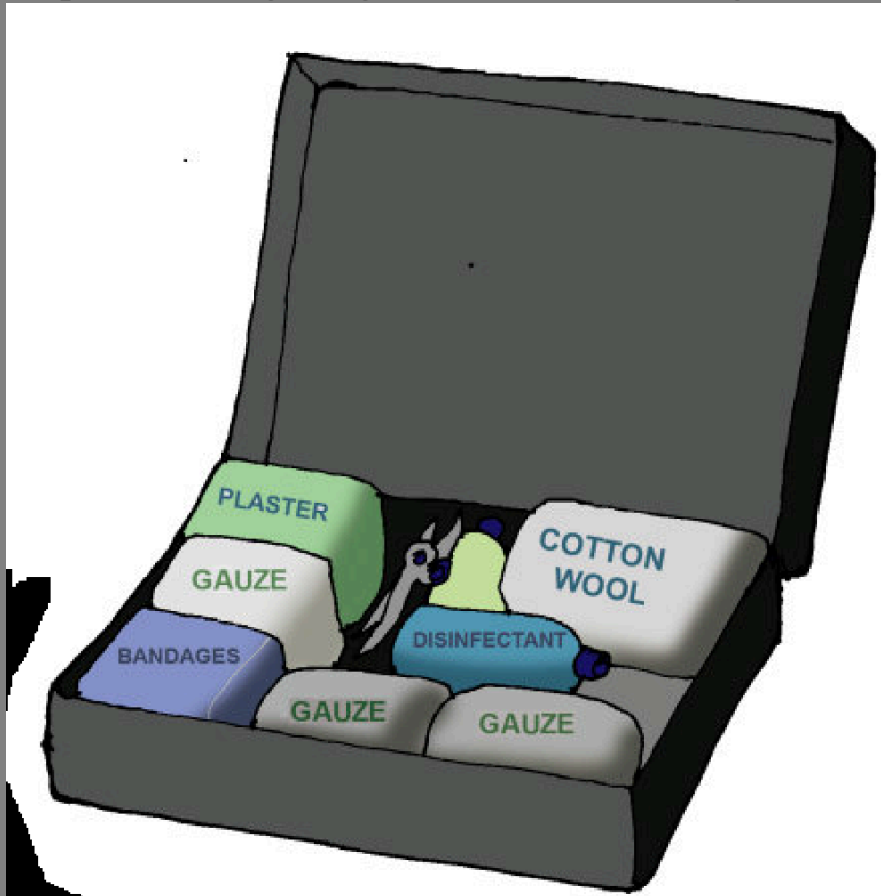
- 1. Bandages**
- 2. Scissors**
- 3. Cotton wool**
- 4. Gentian violet**
- 5. Iodine**
- 6. Gauze**
- 7. Plaster**
- 8. Antiseptics**
- 9. Splints**
- 10. Safety pins**
- 11. Razor blade**
- 12. Sling**
- 13. Mentholated spirit**
- 14. Glucose**
- 15. Smelling salts**
- 16. Antiseptic soap**
- 17. Hot water bottle**
- 18. Potassium permanganate**
- 19. Cold compress/pack**
- 20. Embrocating, e.g. *Robb* and, Nerve and Bone liniment**
- 21. Forceps**
- 22. Record book and pen**

Uses of the first aid box

Bandages

Types of bandages are:

- 1. Crepe bandage**
- 2. Triangular bandage**
- 3. Roller bandage**
- 4. Special bandages, e.g. the four tailed bandage**



The uses of bandages in first aid are:

- 1. To protect wounds from infection.**
- 2. To act as compress to control swelling.**
- 3. To immobilise an injured part.**
- 4. To hold protective equipment in place.**
- 5. To control external bleeding.**
- 6. To assist in carrying a casualty.**

Scissors

Scissors is used:

- 1. For cutting bandages.**
- 2. For cutting plasters.**
- 3. For holding cotton wool.**

Cotton wool

It is used:

- 1. For covering wounds.**
- 2. For soaking up blood.**
- 3. for cleaning wounds.**
- 4. for applying drugs, e.g. iodine to wounds.**
- 5. for padding of tissues.**

Gentian violet

It is used:

- 1. For stopping an old open wound from being infected.**
- 2. For stopping wounds caused by burns or fire from being infected.**

Sterile gauze

It is used:

- 1. For covering wounds.**
- 2. For preventing wounds from becoming infected.**

Iodine

It is used:

- 1. For arresting bleeding of fresh wounds.**
- 2. For disinfecting a fresh wound.**
- 3. For hastening the clotting of blood.**
- 4. For hastening the healing of wounds.**

Plaster

It is used:

- 1. For covering a wound.**
- 2. For holding cotton wool on a wound soaked in iodine.**

Antiseptic (*Dettol, Purit, Savlon, etc.*)

It is used:

- 1. For killing microbes.**
- 2. For disinfecting materials used in first aid.**
- 3. For washing wounds and sores.**

Splint (small piece of wood like a ruler)

It is used:

- 1. For immobilising a fracture.**
- 2. For holding a fracture in place.**
- 3. On a wound before wrapping with a bandage.**

Safety pin

It is used:

- 1. For holding bandage ends.**
- 2. For keeping a bandage in place.**

Razor blade

It is used:

- 1. For cutting bandages.**
- 2. For cutting plaster.**
- 3. For sharpening objects.**
- 4. For shaving.**

Sling

It is used:

- 1. For supporting a fractured arm.**
- 2. For suspending a sprained elbow joint.**
- 3. For supporting a dislocated shoulder joint.**

Methylated spirit

It is used:

- 1. For cleaning a fresh wound.**
- 2. For disinfecting wound.**
- 3. For hastening the clotting of blood.**

Glucose

It is used:

- 1. For giving instant energy to a patient.**
- 2. For aiding quick recovery from exhaustion.**

Smelling salt

It is used for reviving a person that has fainted.

Antiseptic soap

It is used for washing the hands after the application of first aid.

Potassium permanganate

It is used for taking care of snake bites before the arrival of the doctor to give an anti-snake bite vaccine.

Cold compress/pack

Cold compress is a bag, cloth, or sheet that is soaked with water, or filled with something cold, and applied to a brushed or bleeding area, in order to constrict or shrink the blood vessels supplying an area of the body with blood.

Embrocation

It is used:

- 1. For massaging any swelling of the muscle.**
- 2. For massaging strained joints.**
- 3. For massaging strained and aching Muscle**

Forceps

It is used:

- 1. For protecting the fingers from stains.**
- 2. For protecting the fingers from infection.**
- 3. For holding cotton wool to clean wounds instead of using the fingers.**

4. For holding cotton wool when soaking in iodine/spirit



Record book and pen

These are used:

- 1. For recording the names, class and sex of the student**
- 2. For recording the nature of the wound or sickness.**
- 3. For recording the type of attention given.**



INSTRUCTIONAL PROCEDURE

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

EVALUATIVE ACTIVITIES

Teacher asks the learners to:

- **Define first aid**
- **Mention the equipment in the first aid**
- **State the uses of each equipment found in the first aid box**

CONCLUSION: the teacher summarizes the lesson.

Exercise

- 1. List five contents of a first aid box.**
 - 2. Explain the usefulness of each of the first aid materials listed in item (1).**
- .