

Second term PHE E-Lesson Note

SUBJECT: PHYSICAL HEALTH EDUCATION

CLASS: PRIMARY 1

SCHEME OF WORK

2ND TERM LESSON NOTE

WEEK ONE TO WEEK TWELVE

SCHEME OF WORK

WEEK S	TOPICS	LEARNING OBJECTIVES: At the end of the lesson the students should be able to:
1	Revision of last term's work	
2	Games – Local games	Demonstrate the skills in local games -
3	Games – Basic Skills in Football soccer Games	Identify the basic skills in football (soccer), demonstrate the basic skills in ball game, perform kicking in football perfectly , state safety rules in ball games
4	Safety rules in football games	Explain the safety rules in football games , state the safety rules in ball games, explain why safety rules are necessary in ball games
5	Safety rules in football games	Explain the safety rules in ball games state the safety rules in ball games, explain why safety rules is important
6	Swimming (Aquatic)	Explain meaning, state skills, demonstrate and perform
7	MID TERM BREAK	Midterm- Test
8	Safety rules in Swimming	Explain and state safety rules in swimming, benefits of swimming
9	Revision	Revision
10	Revision	Revision
11	Examination	Examination
12	Examination	Examination

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WEEK ONE

Date.....

TOPIC: REVISION OF LAST TERM'S WORK

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WEEK: 2 DAY: SUBJECT:

DATE: TOPIC:

SUBTOPIC: PERIODS: DURATIONS:

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

1. Meaning of local game.
2. Examples of local games.
3. Demonstrate the skills of some local games.
4. Perform some local game.

ENTRY BEHAVIOUR : The pupils can play some of the local games.

KEY VOCABULARY WORDS:

INSTRUCTIONAL MATERIALS: The teacher will teach the lesson with the aid of playground, balls, bottle, bucket of water, etc.

CONTENT: LOCAL GAMES

LESSON 1 – INTRODUCTION MEANING OF LOCAL GAMES

Local games are games that you can play individually or in groups.

These games helps kids learn to cooperate with another.

EXAMPLES OF LOCAL GAMES

Examples of local games are –

1. Running in a circle/Fire on the mountain
2. Rats and rabbits
3. Pair games
4. Cat and rabbits
5. Do as I do
6. Clap over your head
7. Who is in the garden, etc.

LESSON 2 – LOCAL GAMES PRACTICE FOCUS GAME – RUNNING IN A CIRCLE OR FIRE ON THE MOUNTAIN

This is a circle game where pupils sit in a circle.

The pupils decide who to starts the game.

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Let assume the one who starts the game is a boy.

The boy runs round the pupils and taps another (assume a girl).

All start singing – Fire on the mountain (Run, Run, Run) or the Yoruba's song, Idi Ore mi Lemi o Fisi (Idi Ore mi Jalanjolo).

The girl gets up and chase the boy who just tapped her before he gets into her position.

If she catches him, the boy continues but if she doesn't, she'll will continue and so on.

CONCLUSION

- To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week's lesson.
- Next Lesson –

LESSON EVALUATION Asks pupils to –

1. Explain the meaning of local game.
2. State 5 examples of local games.
3. Demonstrate 3 basic skills of some local games.
4. Perform 3 some local game.

WEEK: 3 **DAY:** **SUBJECT:**

DATE: **TOPIC:**

SUBTOPIC: **PERIODS:** **DURATIONS:**

PERFORMANCE OBJECTIVES

By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and should be able to perform the basic skills in ball games.

ENTRY BEHAVIOUR : Playing ball

INSTRUCTIONAL MATERIALS: The teacher will teach the lesson with the aid of playground, balls, etc.

CONTENT: BASIC SKILLS IN BALL GAMES

BASIC SKILLS IN BALL

ACTIVITIES 1 – KICKING BALLS

ACTIVITIES 2 – STOPPING BALLS

ACTIVITIES 3 – PASSING BALL

PRESENTATION

- To deliver the lesson, the teacher adopts the following steps:
 1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
 2. Explains the skills in kicking and stopping.

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3. Pupil's Activities – Practice the skills of kicking and stopping.

CONCLUSION

- To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week's lesson.
- Next Lesson – [Safety Rules in Games](#)

LESSON EVALUATION

Pupils to perform the skills of ball games e.g. kicking and stopping, etc. correctly.

WEEK: 4 & 5 DAY: SUBJECT:

DATE: TOPIC:

SUBTOPIC: PERIODS: DURATIONS:

PREVIOUS LESSON – SKILLS IN BALL (KICKING, STOPPING AND PASSING)

TOPIC – SAFETY RULES IN GAMES

PERFORMANCE OBJECTIVES

By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and should be able to state safety rules in games.

ENTRY BEHAVIOUR : Playing with care.

INSTRUCTIONAL MATERIALS: The teacher will teach the lesson with the aid of playground.

CONTENT: SAFETY RULES IN FOOTBALL GAMES

MEANING OF SAFETY

Safety means to be free from danger.

SAFETY RULES IN GAMES

1. Follow the teacher's instructions.
2. Remove all dangerous objects like stones, broken plastic, broken bottles, broken chairs, etc.
3. Remove all other objects that can be dangerous while playing. For example, chair, table, bucket, etc.
4. Support one another.
5. Be slow and steady.
6. Don't rush.

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7. Don't push.
8. Be on sport outfits.
9. Cooperate with your team mates.
10. Obey the rules of the game.

PRESENTATION

- To deliver the lesson, the teacher adopts the following steps:
 1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;
 2. Lists safety rules.
 3. Pupil's Activities – Mention safety rules.

CONCLUSION

To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week's lesson.

Next Lesson: SWIMMING

WEEK: 6 **DAY:** **SUBJECT:**

DATE: **TOPIC:**

SUBTOPIC: **PERIODS:** **DURATIONS:**

PERFORMANCE OBJECTIVES

By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and should be able to –

1. Mention basic styles in swimming.
2. Demonstrate basic skills in swimming.

ENTRY BEHAVIOUR

Swimming pool

INSTRUCTIONAL MATERIALS

The teacher will teach the lesson with the aid of:

1. Swimming pool
2. Whistle
3. Swimming trunk

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CONTENT: SWIMMING

LESSON 1 – INTRODUCTORY ACTIVITIES

Teacher's Activities – Display chart showing swimming pool for the pupils to identify and discuss its uses.

Pupil's response – This is swimming pool. It is used for swimming.

Teacher's remark – Swimming pool is used for swimming for fun and sports. Give a great for quick response.

Ask the pupils to describe swimming. Participate in the description and summary the it on the board.

On board, copy as I write.

MEANING OF SWIMMING

Swimming is the movement using arms and legs to float inside the water.

People swim for sports or fun.

Swimming takes place in swimming pools or open water – in a sea or lake.

BASIC SKILLS FOR BEGINNERS

Swimming skills at this stage are preliminary –

1. Coming in and out of the water.
2. Adjusting to the water.
3. Breathing
4. Floating
5. Face down floating
6. Surface dive

LESSON 2 – LESSON EVALUATION AND WEEKLY ASSESSMENT (TEST)

As stated in the performance objectives or lesson evaluation.

PRESENTATION

To deliver the lesson, the teacher adopts the following steps:

1. To introduce the lesson, the teacher revises the previous lesson. Based on this, he/she asks the pupils some questions;

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2. Lead pupils to explain what is swimming.

Pupil's Activities – Follow the teacher's lead to explain swimming.

3. List and discuss the basic swimming styles.

Pupil's Activities – Active participation in the class discussion.

4. Summarizes the lesson on the board.

Pupil's Activities – Copy as the teacher writes.

CONCLUSION: To conclude the lesson for the week, the teacher revises the entire lesson and links it to the following week's lesson.

WEEK: 7- MIDTERM MID-TERM TEST

WEEK: 8 DAY: SUBJECT:

DATE: TOPIC:

SUBTOPIC: PERIODS: DURATIONS:

PERFORMANCE OBJECTIVES: By the end of the lesson, the pupils should have attained the following objectives (cognitive, affective and psychomotor) and should be able to –

1. State safety rules of swimming.
2. Explain safety rules in swimming

ENTRY BEHAVIOUR: Playing with care

INSTRUCTIONAL MATERIALS: The teacher will teach the lesson with the aid of:

1. Swimming pool
2. Whistle
3. Swimming trunk

CONTENT: SWIMMING – SAFETY RULES

LESSON 1 – INTRODUCTORY ACTIVITIES

Teacher's Activities – Discuss safety rules in swimming.

Pupil's Activities – Participate in the discussion.

Teacher's remark –

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SAFETY RULES OF SWIMMING

Safety rules are sets of instruction of instructions that ensure the safety of the swimmers from injuries, drowning or death.

The following safety rules must be comply with –

1. Shower
2. Warm up
3. Don't swim immediately after meal.
4. Always obey pool rules.
5. Never swim alone.
6. Wear swimming kits.
7. Walk slowly into the pool. Don't run.
8. Don't push or jump on others.
9. If you are a learner, always use floating devices.
10. Always use life jackets, if you are at the beach.
11. First aid box.

PRACTICAL DEMONSTRATION OF SAFETY RULES AT THE POOL

Teacher's/Pupil's Activities – Take the pupils to the nearest swimming pool (if available) for the pupils to demonstrate the safety rules as discussed in the previous week.

ACTIVITIES – DISCUSS WITH THE PUPILS, THE BENEFITS OF SWIMMING

1. It improves the condition of the heart and lung.
2. It develops strength and endurance.
3. It enhance body's flexibility.
4. It enhance body's balance.
5. It increases self confidence and life skills.

LESSON EVALUATION :- Ask pupils to –

1. Explain safety rules in swimming.
2. Mention 3 safety rules in swimming.

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WEEKLY ASSESSMENT: ATTEMPT ALL THE QUESTIONS

1. _____ prevent injuries, drowning or death during swimming. A. Safety kits B. Safety rules C. Safety materials
2. Don't swim immediately after _____. A. meals B. work C. class
3. If you are a learner, always use _____. A. life jacket B. floating device C. A and B
4. Always use _____, if you are at the beach. A. life jacket B. floating device C. A and B
5. Walk slowly into the pool and _____. A. don't run B. run C. stop
6. _____ is used to save people from drowning. A. life jacket B. float device C. life hook
7. float device and life jacket are used by _____. A. professional B. learners C. Coach
9. _____ is used for the injured, drowned or death. A. Spine board B. Black board C. White board
10. _____ is the first and immediate assistance given to the injured. A. First aid B. Drug C. Iodine

WEEK: 9- REVISION

WEEK: 10- REVISION

WEEK: 11- EXAMINATION

WEEK: 12- EXAMINATION