WEEK 1

Topic: System of the body and it's functions

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

1. say the meaning of the system of the body.

2. list the system of the body.

3. draw and label the respiratory and circulatory systems.

4. explains the functions of the respiratory and circulatory system

Resources and materials:

Scheme of work

Online information

Instructional material:

1. Diagrams

2. Posters

3. Charts

4. Pictures

5. Chalkboard.

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

CONTENT

Body Systems Definition

Body systems are groups of organs and tissues that work together to perform important jobs for the body. Some organs may be part of more than one body system if they serve more than one function. Other organs and tissues serve a purpose in only one body system.

1. Respiratory System

Allows gas exchange between cells and the environment. Includes trachea and lungs. The respiratory system brings air into the body and removes carbon dioxide. It includes the nose, trachea, and lungs. When you breathe in, air enters your nose or mouth and goes down a long tube called the trachea. The trachea branches into two bronchial tubes, or primary bronchi, which go to the lungs

2. Digestive System/Excretory System

Ingests food and breaks it down into usable nutrients. Excretes solid waste products. Includes the mouth, esophagus, stomach, and intestines

– 3. Cardiovascular/Circulatory System

Moves materials between body systems, including oxygen, nutrients, hormones, and waste products. Includes the heart, arteries, and veins.

4. Muscular system

The muscular system is made up of tissues that work with the skeletal system to control movement of the body. Some muscles—like the ones in your arms and legs—are voluntary, meaning that you decide when to move them. Other muscles, like the ones in your stomach, heart, intestines and other organs, are involuntary.

5. Skeletal system

Allows the body to move on command. The skeletal system is made up of bones, ligaments and tendons. It shapes the body and protects organs. The skeletal system works with the muscular system to help the body move. Marrow, which is soft, fatty tissue that produces red blood cells, many white blood cells, and other immune system cells, is found inside bones

FUNCTIONS OF CIRCULATORY SYSTEM

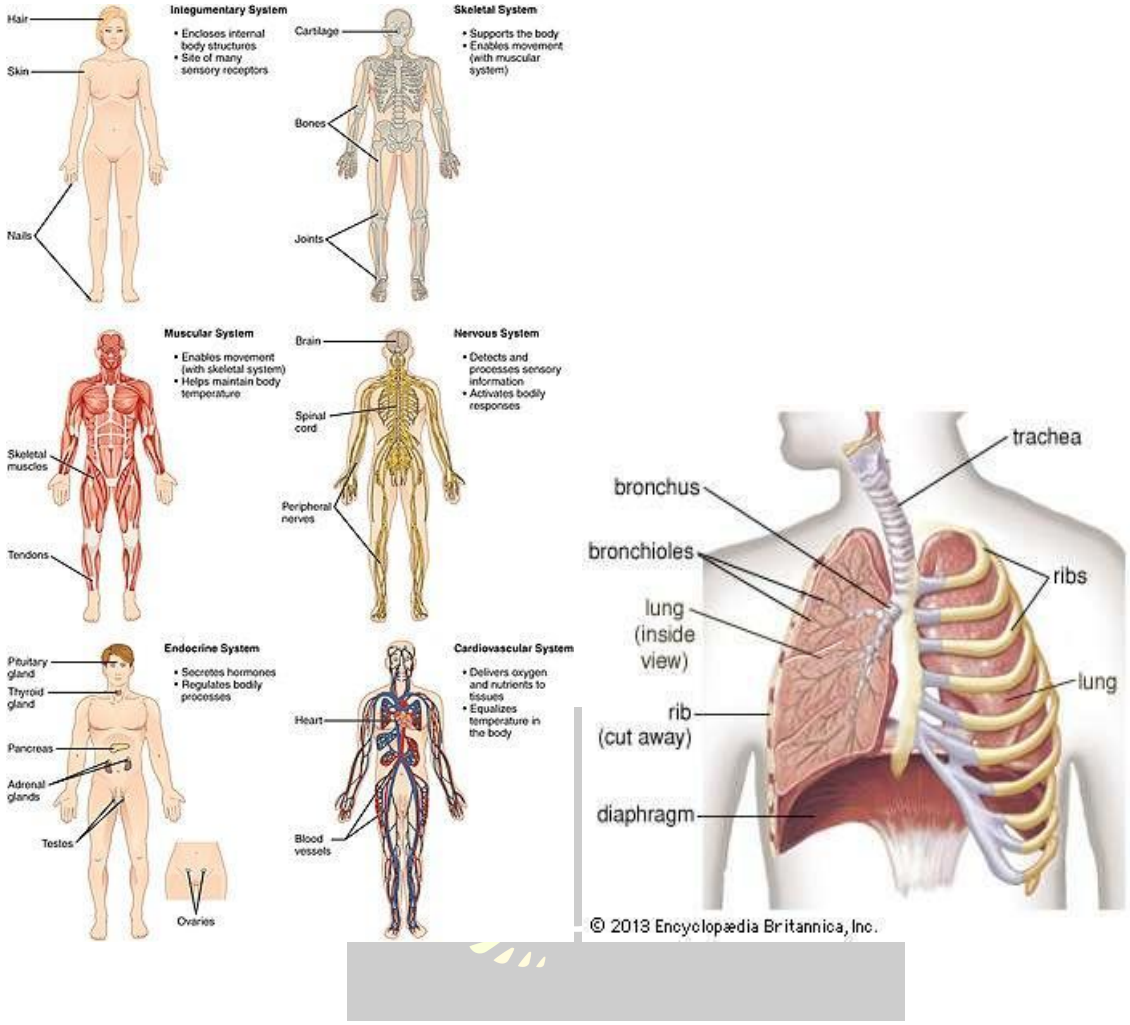
Circulatory system:

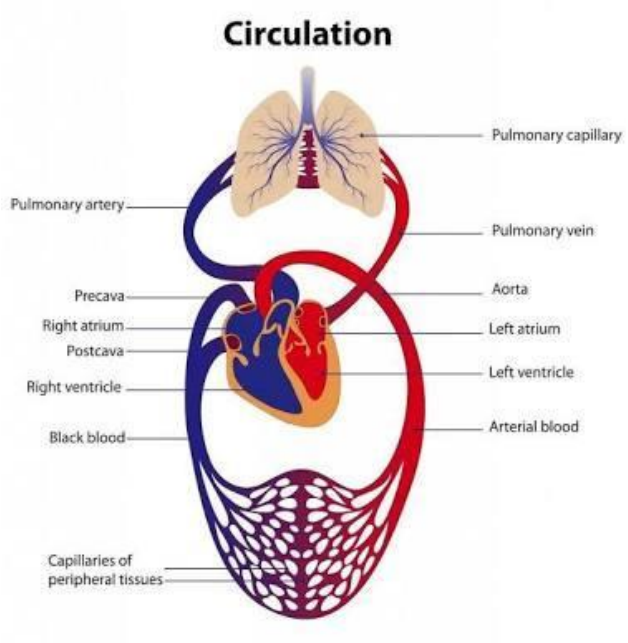
1.Circulates blood around the body via the heart, arteries and veins, delivering oxygen and nutrients to organs and cells and carrying their waste products away.

2. Keeps the body's temperature in a safe range.

FUNCTIONS OF THE RESPIRATORY SYSTEM

Brings air into and out of the lungs to absorb oxygen and remove carbon dioxide.





Strategies& Activities:

Step : Teacher revises the previous topic.

Step 2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

1. say the meaning of the system of the body.

2. list the system of the body.

3. draw and label the respiratory and circulatory systems.

4. explains the functions of the respiratory and circulatory system

WRAP UP(CONCLUSION) Teacher goes over the topic once again for better understanding.

Assignment:

1. explains the meaning of the system of the body.

2. name five systems of the body.
3. explains the respiratory of the body.
4. draw the circulatory system and label
5. list three functions each of respiratory and circulatory system of the body.

WEEK 2

Topic: System of the body and it's functions

SUBTOPIC: Digestive system

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

1. say the meaning of digestive system

2. list the parts of the digestive system

3. draw and label the digestive system

4. explains the functions of the digestive system

Resources and materials:

Scheme of work

Online information

Instructional material:

1. Diagrams

2. Posters

3. Charts

4. Pictures

5. Chalkboard.

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

CONTENT

DIGESTIVE SYSTEM

The human digestive system is a series of organs that converts food into essential nutrients that are absorbed into the body. The digestive organs also move waste material out of the body.

The enzymes in saliva help break down foods, and the lubrication function of saliva makes it easier for food to be swallowed.

PARTS OF THE DIGESTIVE SYSTEM

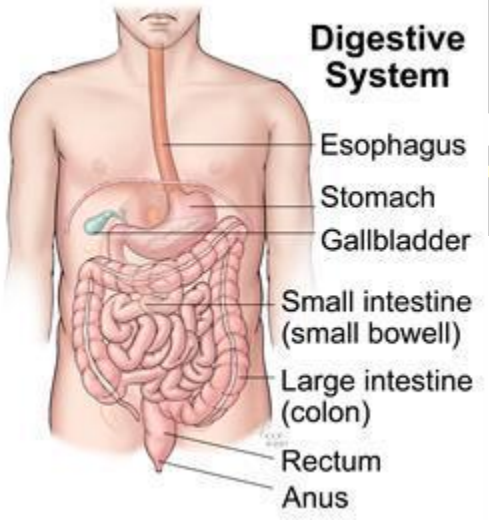
Stomach

Small intestine

Pancreas

Liver

Gallbladder



Colon (large intestine)

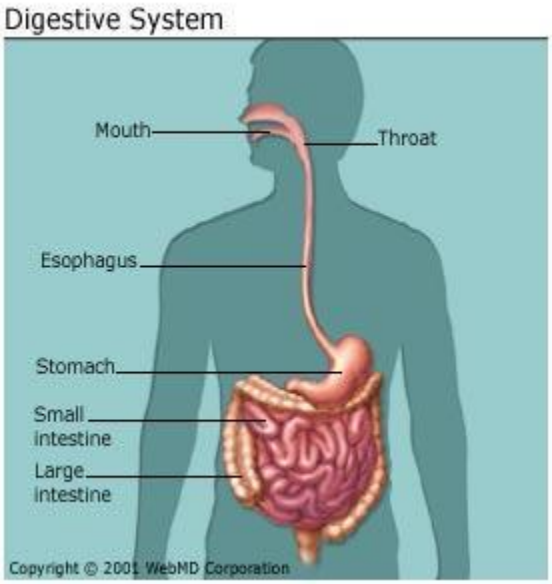
Rectum

Anus

FUNCTIONS OF THE DIGESTIVE SYSTEM

The function of the digestive system is to break down the foods you eat, release their nutrients, and absorb those nutrients into the body

Diagram of the digestive system



Strategies& Activities:

Step : Teacher revises the previous topic.

Step 2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

.1. say the meaning of digestive system

2. list the parts of the digestive system

3. draw and label the digestive system

4. explains the functions of the digestive system

WRAP UP(CONCLUSION) Teacher goes over the topic once again for better understanding.

Assignment:

1. Define digestive system

2. list 5 parts of the digestive system

3. draw and label the digestive system

4. explains the functions of the digestive system

.

WEEK3

Topic: System of the body and it's functions

SUBTOPIC: Muscular system

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

1. say the meaning of muscular system

2. list the parts of the muscular system

3. draw and label the muscular system

4. explains the functions of the muscular system

Resources and materials:

Scheme of work

Online information

Instructional material:

1. Diagrams

2. Posters

3. Charts

4. Pictures

5. Chalkboard.

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

CONTENT

MUSCULAR SYSTEM

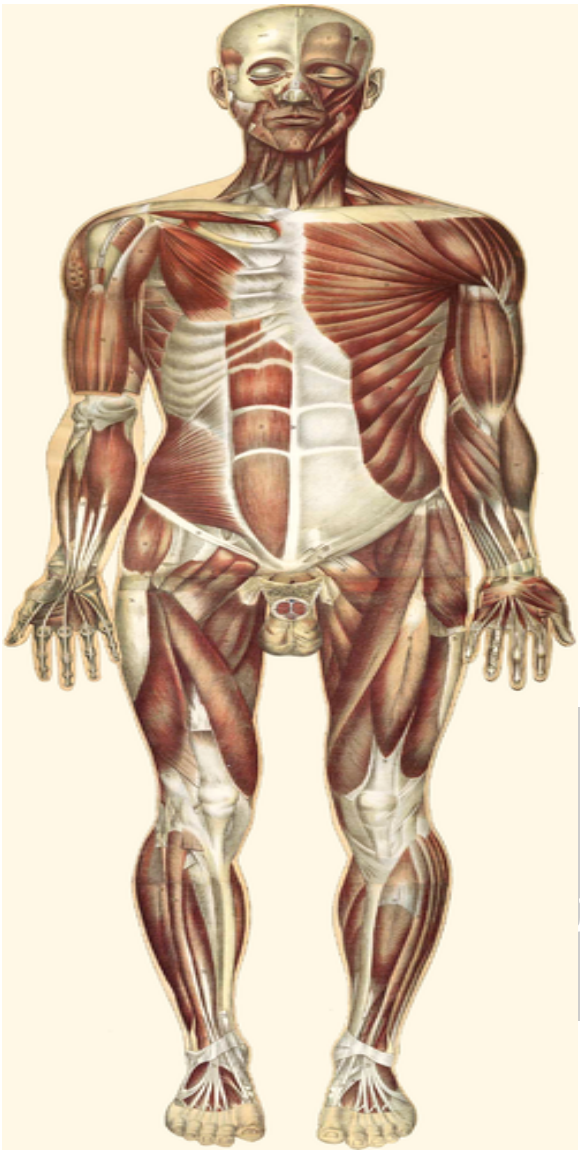
The muscular system is made up of tissues that work with the skeletal system to control movement of the body. Some muscles—like the ones in your arms and legs—are voluntary, meaning that you decide when to move them. Other muscles, like the ones in your stomach, heart, intestines and other organs, are involuntary.

Functions of skeletal muscle

Skeletal muscle has four major functions, these are:

- **Mobility**
- **Posture**
- **Stability**
- **Respiration**
- **Circulation**
- **Digestion**
- **Urination**
- **Vision**
- **Child birth**
- **Organ protection**
- **Temperature regulator**

DIAGRAM OF MUSCULAR SYSTEM



Strategies& Activities:

Step : Teacher revises the previous topic.

Step 2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

1. say the meaning of muscular system

2. list the parts of the muscular system

3. draw and label the muscular system

4. explains the functions of the muscular system

WRAP UP(CONCLUSION) Teacher goes over the topic once again for better understanding.

Assignment:

1. Define muscular system

2. list the parts of the muscular system

3. draw and label the muscular system

4. explains the functions of the muscular system

WEEK 4

Topic: System of the body and it's functions

SUBTOPIC: Skeletal system

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

1. say the meaning of skeletal system

2. draw and label the skeletal system

3. explains the functions of the skeletal system

Resources and materials:

Scheme of work

Online information

Instructional material:

1. Diagrams

2. Posters

3. Charts

4. Pictures

5. Chalkboard.

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

CONTENT

THE SKELETAL SYSTEM

The skeleton is the body part that forms the supporting structure of an organism. It can also be seen as the bony frame work of the body which provides support, shape and protection to the soft tissues and delicate organs in animals

FUNCTIONS OF THE SKELETAL SYSTEM

skeletal system has several additional functions, including:

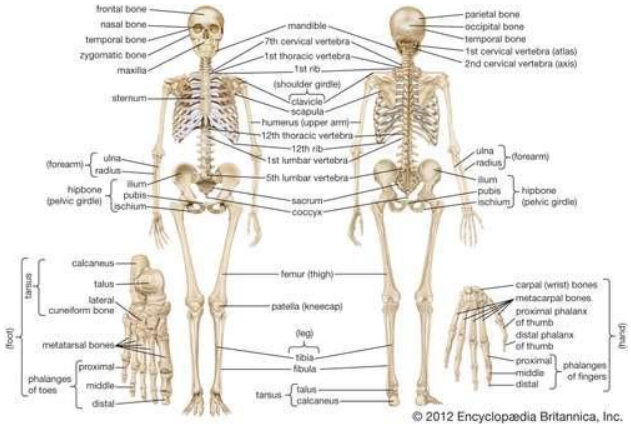
1.Protecting internal organs from injury. For example, the skull protects the brain, while the thoracic cage protects the heart and lungs.

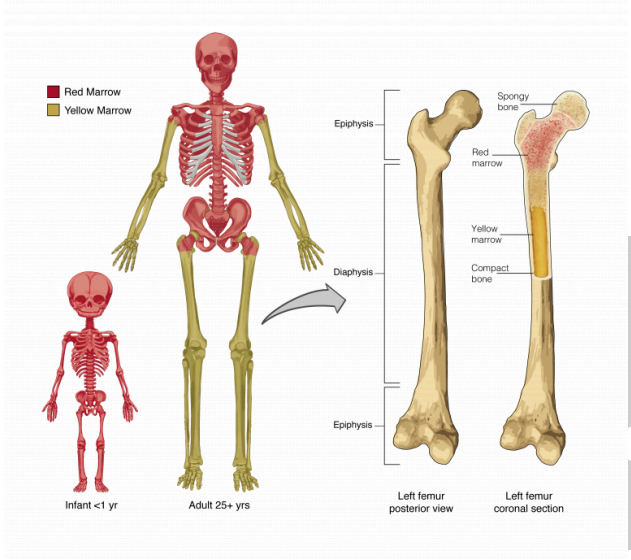
2.Allowing for movement. Muscles attach to bones through tendons. This connection allows the body to move in many different ways.

3. Producing blood cells. The soft bone marrow inside of many bones produces red blood cells, white blood cells, and platelets.

4. Storing minerals and nutrients. Bones can store and release minerals, including calcium and phosphorus, which are important for many bodily functions. Additionally, adipose (fat) tissue that can be used as energy can be found in part of the bone marrow.

DIAGRAM OF THE SKELETAL SYSTEM





ESOURCE

Strategies& Activities:

Step : Teacher revises the previous topic.

Step 2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

1. say the meaning of skeletal system

2. draw and label the skeletal system

3. explains the functions of the skeletal system

WRAP UP(CONCLUSION) Teacher goes over the topic once again for better understanding.

WEEK 5

Topic: NUTRITION

SUBTOPIC: Classes of food

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

1. Explain the meaning of food

2. List the classes of food

3. State the uses of food

Resources and materials:

Scheme of work

Online information

Instructional material:

1. Diagrams

2. Posters

3. Charts

4. Pictures

5. Chalkboard.

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

CONTENT

NUTRITION

Nutrition is how food affects the health of the body. Food is essential—it provides vital nutrients for survival, and helps the body function and stay healthy. The process of taking in food and using it for growth, metabolism, and repair.

CLASSES OF FOOD

There are seven major classes of nutrients:

Carbohydrates.

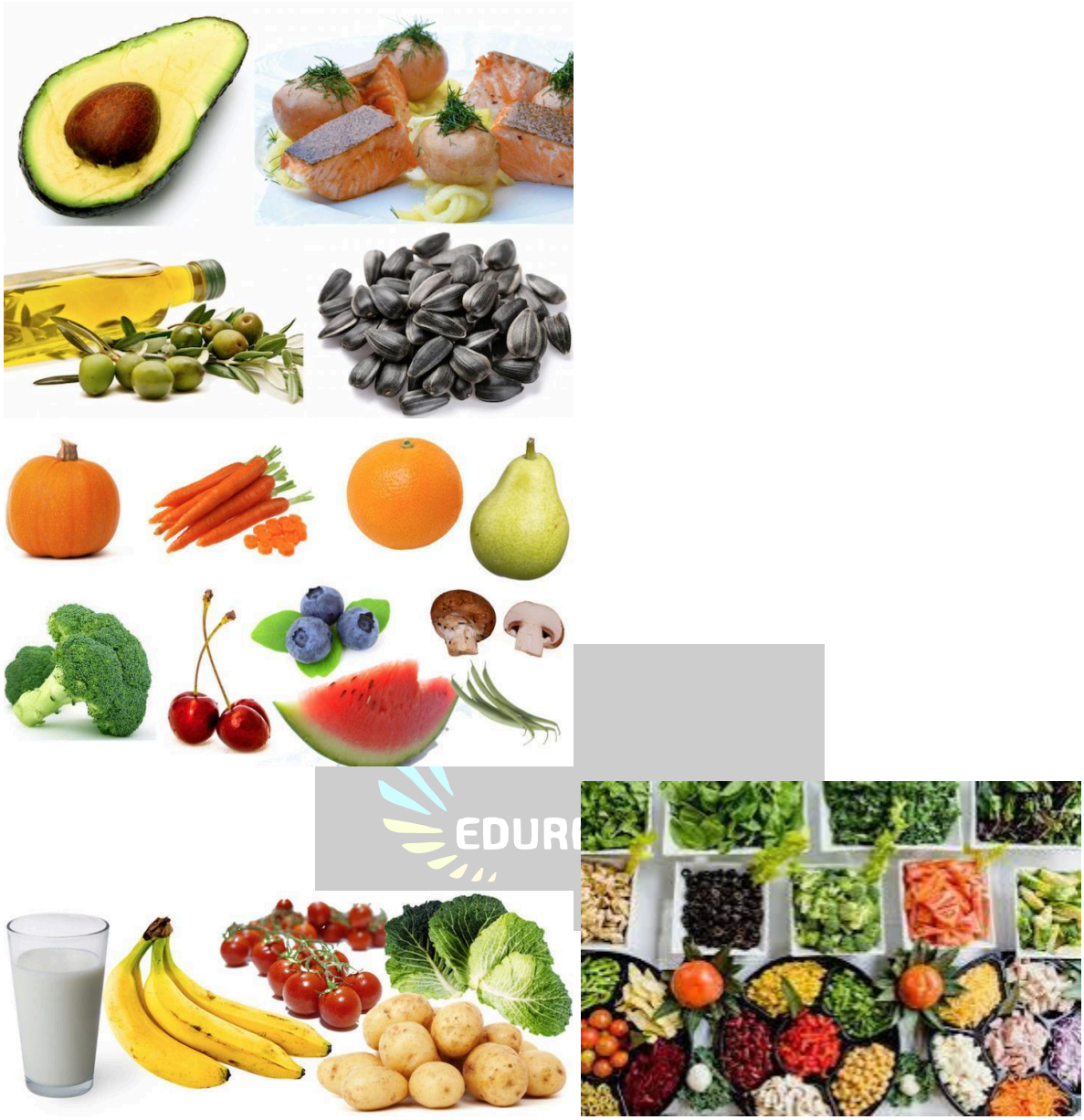
Fats.

Minerals.

Proteins.

Vitamins.

Water.



USES OF FOOD

Various uses of food:

1.Food gives us energy and maintains the metabolism in our body.

2. Our body requires metabolic activities to maintain the day to day work. It required amino acids for protein synthesis.

3. These 'amino acids' are divided into essential and non-essential amino acids. The 'essential amino acids' are supplied by our food to the body.

4. Food also contains vitamins and minerals that act as a co-factor for various enzymes of the body to maintain its activity.

Strategies& Activities:

Step : Teacher revises the previous topic.

Step 2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

1. Explain the meaning of food

2. List the classes of food

3. State the uses of food

WRAP UP(CONCLUSION) Teacher goes over the topic once again for better understanding.

WEEK 6

Topic: NUTRITION

SUBTOPIC: Classes of food

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

1. Explain the meaning of carbohydrates

2. State the sources of carbohydrates

3. State the functions of carbohydrates

Resources and materials:

Scheme of work

Online information

Instructional material:

1. Diagrams

2. Posters

3. Charts

4. Pictures

5. Chalkboard.

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

CONTENT

a carb is a macronutrient—a sugar, starch or fiber found in grains, fruits, vegetables, and dairy products. They're hard to avoid and they're one of the most basic food groups humans need to stay alive.

Sources Of Carbohydrates

Carbohydrates are found in a wide array of both healthy and unhealthy foods—bread, beans, milk, popcorn, potatoes, cookies, spaghetti, soft drinks, corn, and cherry pie. They also come in a variety of forms.

There are three main sources of carbohydrate which include

(i) Starches: Starches are present in plenty of cereals, roots, tubes and also in plant stems. Cereals (wheat, rice) account for most of the dietary carbohydrate.

(ii) Sugar: Sugar can be found in fruits, honey and things that produce sugar. Glucose is an essential element of sugar. This is very much needed for small children, especially during the period of teething and their growth stage. Lactose and jams, other fruits and honey also provide sugar. The consumption of sugar increases as the economic status of the people rises.

(iii) Cellulose: Cellulose is the fibrous substance of fruits and vegetables. It is hard to digest and has no nutritive value. Its main function is to serve as roughage and facilitate bowel movements.

FUNCTION OF CARBOHYDRATES IN THE BODY

1.Providing energy and regulation of blood glucose

2. Sparing the use of proteins for energy

3. Breakdown of fatty acids and preventing ketosis

4. They influence heart hearth and diabetes

5. They promote digestive Heath

6. Carbohydrates help preserve muscle

Strategies& Activities:

Step : Teacher revises the previous topic.

Step 2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

1. Explain the meaning of carbohydrates

2. State the sources of carbohydrates

3. State the functions of carbohydrates

WRAP UP(CONCLUSION) Teacher goes over the topic once again for better understanding.

WEEK 7

Topic: Field event

SUBTOPIC: High and long jump

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

1. **Mention the meaning of field event**

2. List the examples of field event

3. Perform the run up, take off, cleaning the bar and landing in high jump.

4. Mention the rules in high jump.

Resources and materials:

Scheme of work

Online information

Instructional material:

1. Diagrams

2. Posters

3. Charts

4. Pictures

5. Chalkboard.

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

CONTENT

Long jump (Field events)

Long jump is a feld event which involves running and then jumping for a distance from a spot into a fat surface called landing pit. The event requires speed, spring and a great deal of body control.

The jump has the following five stages (skills):

1 The approach run or run-up

2 The take-off

3 The fight

4 The landing

5 The recovery

1 The approach run or run-up

The run-up is the running to approach the take-off board. The runway for the run-up has a minimum of fifteen strides for a beginner, and a minimum length of 40 meters for adults. The run-up is to prepare the jumper to cover some long distance when he jumps/leaps forward.

2 The take-off

The take-off is the stepping on and off the take-off board to put the jumper in the air. It is done with one leg (single take-off), and it is an upward and forward movement. The stronger leg is the take-off leg in order to give the jumper a good spring. The take-off board is usually made of wood.

3 The fight

The fight is the action of the jumper in the air after take-off.

4 The landing

The landing is the arrival at the landing pit. It involves learning to land properly inside the pit without committing any landing fault or sustaining an injury. It is advisable for jumpers to keep the legs wide apart while landing for effective balance, and to fall forward while landing.

5 The recovery

This is the stage where the jumper regains his position after landing. He maintains his balance and moves forward. He should not walk backward in the pit. If he does, his jump shall be regarded as 'no jump'.

High jump

High jump is a feld event that involves jumping for height over a raised object into a specifed area (landing foam). It is done with a single take-off (one leg only).

High jump equipment

The equipment needed for high jump are:

1 The upright/Poles

2 The supports for the crossbar

3 The crossbar

4 The landing foam/pit

Basic skills in high jump

There are five skills, which are the following:

1. The approach run or run-up

2. The take-off

3. The fight (clearance of the crossbar)

4. The landing

5. The recovery

The approach run

This is the running toward the approach take-off. The run must be long enough (between 10 and 15 strides). The jumper could approach from a straight line or from either the left or right angle. The angle of approach is determined by the style the jumper intends to use.

The approach run is slower than that of long jump because speed is of less

importance.

The take-off

1.Take-off has one goal: jumping high. This is the point where the jumper leaps from the ground in preparation for clearing the bar. The take-off foot strikes the ground with a bend at the knee, and the body leans back and springs forward for a fight. The jumper takes off on one leg.

2.The fight (Clearance of the crossbar) At this stage, the jumper must achieve a high lift before changing into any clearance technique that could be adopted in clearing the bar. A jumper should use the style that requires the least effort in attempting to clear the bar.

3. The landing

Landing in high jump does not require any special tactics. A jumper can land on the back, legs or on the side with the shoulder, whichever is comfortable. Jumpers should not land on their head or neck. Where there is no landing foam, there must be enough sawdust for the absorption of landing shock.

4.The recovery

The recovery stage in high jump is a stage of resting after landing. After landing, the jumper walks out of the landing area. If he stays and the

High jump equipment

crossbar

landing foam

poles

support

Strategies& Activities:

Step : Teacher revises the previous topic.

Step 2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

1. **Mention the meaning of field event**

2. List the examples of field event

3. Perform the run up, take off, cleaning the bar and landing in high jump.

WRAP UP(CONCLUSION) Teacher goes over the topic once again for better understanding.

Exercise

1 Long jump is a _____ event.

2 Long jump involves jumping from_____ to _____.

3 Mention four stages in long jump.

4 The take-off board is made of _____.

5 _____ is the last phase in long jump.

WEEK 8

Topic: Environmental Health

SUBTOPIC: Meaning of environmental health

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

1. Say the meaning of environmental health

2. List the examples of environmental health hazard

3. Identify the problems facing environmental health hazard

4. List the effects of environmental health

Resources and materials:

Scheme of work

Online information

Instructional material:

1. Diagrams

2. Posters

3. Charts

4. Pictures

5. Chalkboard.

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

CONTENT

ENVIRONMENTAL HEALTH

Environmental Health is the branch of public health that focuses on the interrelationships between people and their environment, promotes human health and well-being, and fosters healthy and safe communities.

EXAMPLES OF ENVIRONMENTAL HEALTH HAZARD

Tobacco smoke, Radon, Asbestos, Lead, Combustion gases, Tap water, Household chemicals, Pesticides.

Environmental Health problems

1.Ozone Depletion, Greenhouse Effect and Global Warming

2. Desertification

3. Deforestation

4. Loss of Biodiversity

5. Disposal of Wastes

6.bAcid Rain

7. Overfishing

8. Water Pollution

9. Population Growth

10.Waste Production

EFFECT OF ENVIRONMENTAL HEALTH

They include:

1. Exposure to hazardous substances in the air, water, soil, and food.

2. Natural and technological disasters.

3. Climate change.

4.Occupational hazards.

5.The built environment.

Strategies & Activities:

Step : Teacher revises the previous topic.

Step 2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

1. Say the meaning of environmental health

2. List the examples of environmental health hazard

3. Identify the problems facing environmental health hazard

4. List the effects of environmental health

WRAP UP(CONCLUSION) Teacher goes over the topic once again for better understanding.

WEEK 9

Topic: Environmental Health

SUBTOPIC: Air and noise pollution

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

1. Say the meaning of noise and air pollution

2. List the causes of noise and air pollution

3. Identify the ways of preventing noise and air pollution

Resources and materials:

Scheme of work

Online information

Instructional material:

1. Diagrams

2. Posters

3. Charts

4. Pictures

5. Chalkboard.

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

CONTENT

AIR POLLUTION

Air pollution is when unwanted chemicals, gasses, and particles enter the air and the atmosphere causing harm to animals and damaging the natural cycles of the Earth.

Various Causes of Air pollution

1. The burning of fossil fuels

Sulfur dioxide emitted from the combustion of fossil fuels like coal, petroleum and other factory combustibles are one the major cause of air pollution. Pollution emitting from vehicles including trucks, jeeps, cars, trains, airplanes cause an immense amount of pollution. We rely on them to fulfill our daily basic needs of transportation.

2. Agricultural activities

3. Exhaust from factories and industries

4. Mining operations

5. Indoor air pollution

Ways of preventing Air Pollution

1. Use public mode of transportation

Encourage people to use more and more public modes of transportation to reduce pollution. Also, try to make use of carpooling. If you and your colleagues come from the same locality and have same timings you can explore this option to save energy and money.

2. Conserve energy

Switch off fans and lights when you are going out. A large number of fossil fuels are burnt to produce electricity. You can save the environment from degradation by reducing the number of fossil fuels to be burned.

3. Understand the concept of Reduce, Reuse and Recycle

Do not throw away items that are of no use to you. In-fact reuse them for some other purpose. For e.g. you can use old jars to store cereals or pulses.

4. Emphasis on clean energy resources

Clean energy technologies like solar, wind and geothermal are on high these days. Governments of various countries have been providing grants to consumers who are interested in installing solar panels for their home. This will go a long way to curb air pollution.

5. Use energy efficient devices

CFL lights consume less electricity as against their counterparts. They live longer, consume less electricity, lower electricity bills and also help you to reduce pollution by consuming less energy.

NOISE POLLUTION

Noise is defined as unwanted sound. Noise Pollution is an excess of annoying degree of sound coming from a particular area. Examples – Traffic or Aeroplane engines.

Various Causes of Noise Pollution

1. Industrialization

2. Poor Urban Planning

3. Social Events

4. Transportation

5. Construction Activities

6. Household Chores

Effects of Noise Pollution

1. Hearing Problems

2. Health Issues

3. Sleeping Disorders

4. Cardiovascular Issues

5. Trouble Communicating

6. Effect on Wildlife

How to Reduce Noise Pollution?

1.Turn off Appliances at Home and offices.

2. Shut the Door when using noisy Machines.

3.Use Earplugs.

4. Lower the volume.

5.Stay away from Noisy area.

6.Follow the Limits of Noise level.

7.Control Noise level near sensitive areas.

8. Go Green by planning trees.

Strategies& Activities:

Step : Teacher revises the previous topic.

Step 2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

1. Say the meaning of noise and air pollution

2. List the causes of noise and air pollution

3. Identify the ways of preventing noise and air pollution

WRAP UP(CONCLUSION) Teacher goes over the topic once again for better understanding.

WEEK 10

Topic: Environmental Health

SUBTOPIC: Water and chemical pollution

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

1. Say the meaning of water and chemical pollution

2. List the causes of water and chemical pollution

3. Identify the ways of preventing water and chemical pollution

Resources and materials:

Scheme of work

Online information

Instructional material:

1. Diagrams

2. Posters

3. Charts

4. Pictures

5. Chalkboard.

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

CONTENT

WATER POLLUTION

Water pollution is when waste, chemicals, or other particles cause a body of water (i.e. rivers, oceans, lakes) to become harmful to the fish and animals that need the water to survive. Water pollution can disrupt and negatively impact nature's water cycle as well.

Causes of Water Pollution

Water pollution has various causes, The major sources of water pollution are caused by humans. We pollute water bodies through various activities like agricultural activities, chemicals from industries, etc. This essay on water pollution will cover major causes that are as-

1. Water pollution through industrial waste

2. Water pollution through the disposal of waste

3.Water pollution through Agricultural activities

4. Water pollution through acid rain

5. Water pollution through Oil spills

Ways of preventing water pollution

1. Save water - Fresh and clean water is a precious resource. Don't waste it! Take shorter showers, ask your parents not to water the lawn, make sure the toilet isn't running, and don't leave the faucet running.

2. Don't use weed killer - Ask your parents if you can pull the weeds in the yard so they don't need to use weed killer (an herbicide).

3. Scrape your plates clean into the trash and don't put grease into the kitchen drain.

4. Trash - Always pick up your trash, especially when at the beach, lake, or river.

5.Sewage treatment

6. Minimize the use of pesticides and fertilizer

CHEMICAL POLLUTION

Chemical pollution is defined as the presence or increase in our environment of chemical pollutants that are not naturally present there or are found in amounts higher than their natural background values

WAYS OF PREVENTING CHEMICAL POLLUTION

1. VOC's are harmful chemicals found in several home products, so try to reduce the use of VOC's.

2. Use chemical-free cleaning products.

3. use pesticides and fertilizers that contain fewer chemicals.

4. Always Recycle Batteries.

5. Recycle, reuse or donate liquids from automobiles.

6. Limit the use of your cars and motor vehicles.

Strategies& Activities:

Step :Teacher revises the previous topic.

Step 2:Teacher introduces the new topic.

Step3:Teacher explains the new topic.

Step4: Teacher welcomes pupils questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

1. Say the meaning of water and chemical pollution

2. List the causes of water and chemical pollution

3. Identify the ways of preventing water and chemical pollution

WRAP UP(CONCLUSION) Teacher goes over the topic once again for better understanding.