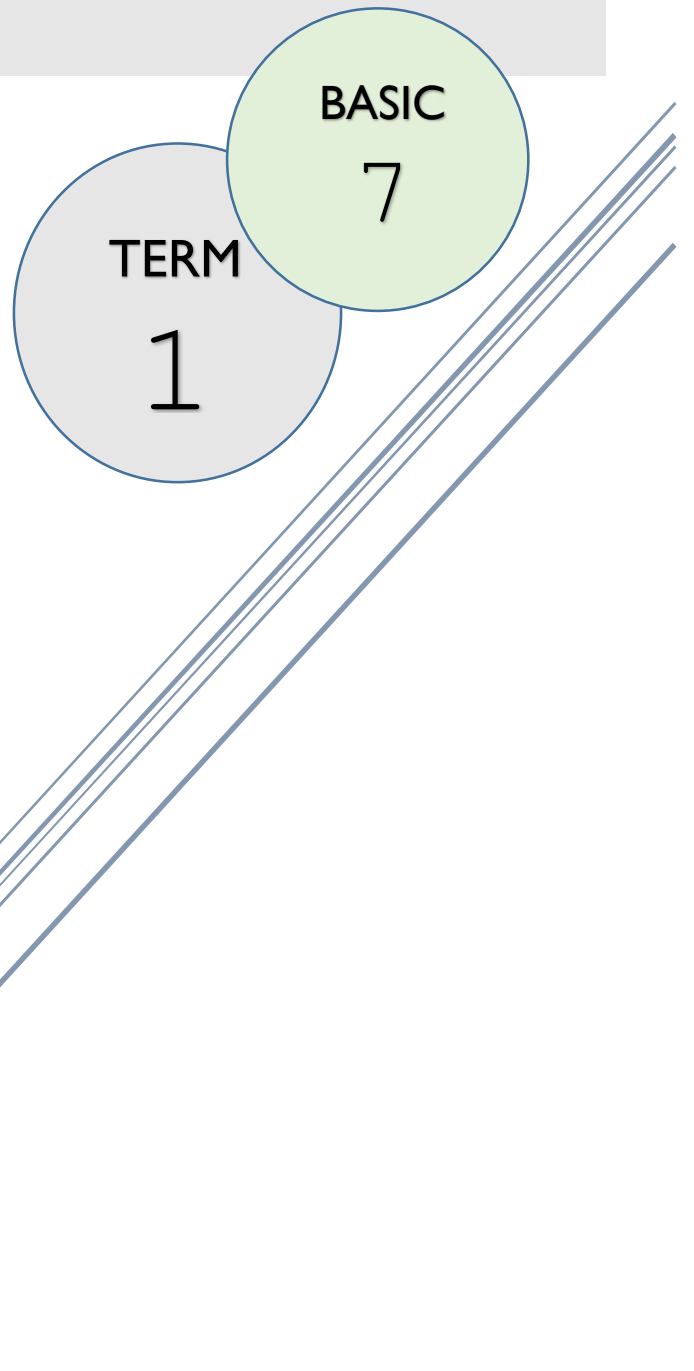


# LESSON PLANS FOR JUNIOR HIGH SCHOOLS

## PHYSICAL AND HEALTH EDUCATION





FAYOL INC  
0547824419

## TERM I SCHEME OF LEARNING


WEEKS	STRAND	SUB STRAND	INDICATORS	RESOURCES
1	Health Education	Nutrition & Physical Activity	B7.1.1.1.1	Pictures And Charts
2	Health Education	Nutrition & Physical Activity	B7.1.1.1.1	Pictures And Charts
3	Health Education	Nutrition & Physical Activity	B7.1.1.1.1	Pictures And Charts
4	Health Education	Nutrition & Physical Activity	B7.1.1.1.1	Pictures And Charts
5	Health Education	Nutrition & Physical Activity	B7.1.1.1.1	Pictures And Charts
6	Health Education	Nutrition & Physical Activity	B7.1.1.1.1	Pictures And Charts
7	Health Education	Disease Prevention and Management	B7.1.2.1.1	Pictures And Charts
8	Health Education	Disease Prevention and Management	B7.1.2.1.1	Pictures And Charts
9	Health Education	Disease Prevention and Management	B7.1.2.1.1	Pictures And Charts
10	Health Education	Disease Prevention and Management	B7.1.2.1.1	Pictures And Charts
11	Health Education	Disease Prevention and Management	B7.1.2.1.1	Pictures And Charts
12	Health Education	Disease Prevention and Management	B7.1.2.1.1	Pictures And Charts

## WEEK I

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Physical and Health Education	
<b>Duration:</b>		<b>Strand:</b> Health Education	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Nutrition & Physical Activity	
<b>Content Standard:</b> B7.1.1.1: Demonstrate understanding of various food nutrients required for sports and physical activity		<b>Indicator:</b> B7.1.1.1.1 Discuss food nutrients that influence sports and physical activity participation.	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can identify food and their nutrients.		<b>Core Competencies:</b> CP5.1: CC 9.2: CC8.1: CP5.2:	
<b>Reference:</b> PHE Curriculum pg 2			
<b>Keywords:</b> Food nutrients, repair and maintenance, energy value.			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Start the lesson by engaging learners with some mental activity in relation to the lesson, to link their previous knowledge with the new content.</p> <p>Allow learners to reflect on what they learnt from the previous lesson and the homework.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Brainstorm learners to come out the meaning of food. <i>Food refers to any substance consumed to provide nutritional support for the body. It is usually of plant or animal.</i></p> <p>Through think pair share, let learners explain food nutrients. <i>Nutrients are chemical compounds in food that are used by the body to function properly and maintain health.</i></p> <div style="text-align: center;">     </div>	Sample foods	

	<p>Let them engage in research on examples of food nutrients, using learning resources.</p> <p>For example</p> <ul style="list-style-type: none"> <li>• Energy supplying foods • Carbohydrate- e.g. cassava, yam, etc. •</li> <li>Body building foods • Protein- e.g. meat, fish, etc. • Repair and maintenance foods • Vitamins- e.g. banana, palm oil, etc.</li> </ul> <p><b>ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. What is food.</li> <li>2. State three source of food.</li> </ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Engage learners to reflect on what they have learnt and show how knowledge in sports and physical activity participation.</p>	


## WEEK 2

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Physical and Health Education	
<b>Duration:</b> 100 min		<b>Strand:</b> Health Education	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> : Nutrition & Physical Activity	
<b>Content Standard:</b> : B7.1.1.1: Demonstrate understanding of various food nutrients required for sports and physical activity		<b>Indicator:</b> B7.1.1.1.1 Discuss food nutrients that influence sports and physical activity participation.	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can understand what energy supplying food is.		<b>Core Competencies:</b> CP5.1: CC 9.2: CC8.1: CP5.2:	
<b>Reference:</b> : PHE Curriculum pg 2			
<b>Keywords:</b> Food nutrients, repair and maintenance, energy value.			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Start the lesson with a recap of the previous lesson.		
	Allow learners to reflect on what they learnt from the previous lesson and the homework.		
<b>PHASE 2: NEW LEARNING</b>	<p>Let learners discuss energy supplying food in a small group. Energy giving food are those that supply the body with energy to accomplish work after getting digested. OR is a chemical energy that man derive from their food to sustain their metabolism, including their muscular activity. It can be found in carbohydrates, fats and protein food.</p> <p>Guide learners to mention some examples of energy giving food. Examples; banana, yogurt, beans, crabs, legumes, avocado, sardines, eggs, sweet potatoes, rice, wheat etc</p> <div style="text-align: center;">  </div> <p>Have learners mention some of the function of energy giving food.</p> <ol style="list-style-type: none"> <li>i. It gives the body strength to work.</li> <li>ii. It helps the body carry out its normal function.</li> </ol>	Sample foods	

	<p>iii. They also help in doing other external work like walking, running and carrying goods.</p> <p><b>ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. What is energy supplying food</li> <li>2. Give four reason why we should eat energy giving food.</li> </ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Ask learners to tell what they have learnt and show how they will use such knowledge in sports and physical activity participation.</p>	

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Physical and Health Education	
<b>Duration:</b> 50 mins.		<b>Strand:</b> Health Education	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> : Nutrition & Physical Activity	
<b>Content Standard:</b> : B7.1.1.1: Demonstrate understanding of various food nutrients required for sports and physical activity		<b>Indicator:</b> B7.1.1.1.1 Discuss food nutrients that influence sports and physical activity participation.	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can understand what energy supplying food is.		<b>Core Competencies:</b> CP5.1: CC 9.2: CC8.1: CP5.2:	
<b>Reference:</b> : PHE Curriculum pg 2			
<b>Keywords:</b> Food nutrients, repair and maintenance, energy value.			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Use questions and answers to review learners understanding in the previous lesson.  Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition		
<b>PHASE 2: NEW LEARNING</b>	Let learners discuss the consequences of inadequate food energy in human body. <ol style="list-style-type: none"> <li>1. Loss of body weight.</li> <li>2. Changes in body composition</li> <li>3. Reduction in physical activities</li> <li>4. An inability to concentrate</li> <li>5. Decline in metabolism</li> <li>6. Decrease in bones mass</li> <li>7. Reductions in thyroid hormones</li> <li>8. Reduction in testosterone</li> </ol>	Sample foods	
<b>PHASE 3: REFLECTION</b>	Ask learners to tell what they have learnt and show how they will use such knowledge in sports and physical activity participation.		


## WEEK 3

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Physical and Health Education	
<b>Duration:</b> 100 mins.		<b>Strand:</b> Health Education	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Nutrition & Physical Activity	
<b>Content Standard:</b> B7.1.1.1: Demonstrate understanding of various food nutrients required for sports and physical activity		<b>Indicator:</b> : B7.1.1.1.1 Discuss food nutrients that influence sports and physical activity participation	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can describe carbohydrates food		<b>Core Competencies:</b> CP5.1: CC 9.2: CC8.1: CP5.2:	
<b>Reference:</b> PHE Curriculum pg 2			
<b>Keywords:</b> Food nutrients, repair and maintenance, energy value.			
Phase/Duration	Learners Activities	Resources	
PHASE 1: <b>STARTER</b>	Revise with learners to review their understanding in the previous lesson  Share performance indicators with learners.		
PHASE 2: <b>NEW LEARNING</b>	In groups let learners share their taught on carbohydrates foods. Carbohydrates are food nutrients that provide the body with immediate source of energy. They are also compounds made up of carbon, hydrogen and oxygen. The end product of carbohydrates food is glucose. Have learners identify the sources of carbohydrates food. EXAMPLES: rice, wheat, maize, banana, cassava, yam, bread, sugar cane, plantain, apples, grapes, oats   Let learners discuss the function of carbohydrate food. <ul style="list-style-type: none"> <li>i. It serves as a source of energy for the body.</li> <li>ii. It enable fat metabolism</li> <li>iii. It prevent proteins from being used as energy</li> <li>iv. It provides fuel for the central nervous system</li> <li>v. It serve as the origin of other organic molecules like amino acids.</li> </ul>	Sample of food stuff	
PHASE 3: <b>REFLECTION</b>	Engage learners to reflect on what they have learnt and show ho knowledge in their communities to increase physical activity part		




<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Physical and Health Education	
<b>Duration:</b> 50 mins.		<b>Strand:</b> Health Education	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Nutrition & Physical Activity	
<b>Content Standard:</b> B7.1.1.1: Demonstrate understanding of various food nutrients required for sports and physical activity		<b>Indicator:</b> : B7.1.1.1.1 Discuss food nutrients that influence sports and physical activity participation	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can identify the lack of carbohydrate in human system.		<b>Core Competencies:</b> CP5.1: CC 9.2: CC8.1: CP5.2:	
<b>Reference:</b> PHE Curriculum pg 2			
<b>Keywords:</b> body weight, immune system, constipation			
Phase/Duration	Learners Activities	Resources	
PHASE 1: <b>STARTER</b>	Revise with learners to review their understanding in the previous lesson  Share performance indicators with learners.		
PHASE 2: <b>NEW LEARNING</b>	Through think- pair share, let learners identify lack of carbohydrate food in human life. i. It cause loss of body weight ii. It leads to a weakened immune system iii. It cause a decrease in energy for life activities. iv. It can cause constipation v. The central nervous system becomes weak.		
PHASE 3: <b>REFLECTION</b>	Engage learners to reflect on what they have learnt and show how they will use such knowledge in their communities to increase physical activity participation.		

## WEEK 4

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Physical and Health Education	
<b>Duration:</b> 100 mins.		<b>Strand:</b> Health Education	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Nutrition & Physical Activity	
<b>Content Standard:</b> B7.1.1.1: Demonstrate understanding of various food nutrients required for sports and physical activity		<b>Indicator: :</b> B7.1.1.1.1 Discuss food nutrients that influence sports and physical activity participation	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can describe body building food.		<b>Core Competencies:</b> CP5.1: CC 9.2: CC8.1: CP5.2:	
<b>Reference:</b> PHE Curriculum pg 2			
<b>Keywords:</b> repair, proteins, tissues			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: START</b>	<p>Use questions and answers to review learners understanding in the previous lesson.</p> <p>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition</p>	picture	
<b>PHASE 2: NEW LEARNING</b>	<p>Engage learners to identify and describe body building food. These foods give the body the nutrients to grow and repair worn out body tissues. Body building food is also known as protective food. Proteins are examples of body building foods</p> <p>Guide learners to identify the sources of body building food at the market place. EXAMPLES: fish, egg, milk, cheese, meat.</p>  <p>Let learners sit in groups to discuss the importance of body building food.</p> <ol style="list-style-type: none"> <li>i. It protect the body against war and tear</li> <li>ii. It build up the immune system.</li> <li>iii. It builds up muscles.</li> <li>iv. It strengthens bones and tendon</li> <li>v. It prevent broken bones and tendon sprains and tears</li> </ol> <p><b>ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. The substance in food which is responsible for body building food is known as.....?</li> <li>2. Mention 3 function of body building food.</li> </ol>		

<b>PHASE 3: REFLECTION</b>	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt	
--------------------------------	--	--

## WEEK 5

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Physical and Health Education	
<b>Duration:</b> 100 mins.		<b>Strand:</b> Health Education	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Nutrition & Physical Activity	
<b>Content Standard:</b> B7.1.1.1: Demonstrate understanding of various food nutrients required for sports and physical activity		<b>Indicator:</b> : B7.1.1.1.1 Discuss food nutrients that influence sports and physical activity participation	<b>Lesson:</b>
<b>Performance Indicator:</b> learners can describe proteins.		<b>Core Competencies:</b> CP5.1: CC 9.2: CC8.1: CP5.2:	
<b>Reference:</b> PHE Curriculum pg 2			
<b>Keywords:</b> amino acid, break down, build,			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners through questions and answers to review learners understanding in the previous lesson. Share performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	<p>Revise with learners the meaning of proteins. Proteins can be describe as the building blocks that help the body to grow. Proteins are the only nutrients that contains nitrogen in addition to carbon, hydrogen and oxygen. When protein is eaten, the digestive juices in the body breakdown the protein into basic units called amino acid.</p> <p>Discuss with the learners to identify the two classification of protein acid.</p> <ol style="list-style-type: none"> <li>1. Complete proteins: they are proteins that contains all the essential amino acid. Example animal food.</li> <li>2. Incomplete proteins: they are proteins that lack one or more of the essential amino acid. Example is plant food.</li> </ol> <p>Help learners identify the sources of proteins by showing some pictures to them. <b>EXAMPLES:</b> Meat, milk, egg, beans, fish, cowpea, groundnut.</p>  <p><b>ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. State 2 animal proteins foods and 2 plant protein foods.</li> <li>2. What is complete protein?</li> </ol>	picture	

<b>PHASE 3:</b> <b>REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	
--------------------------------------	---	--

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Physical and Health Education	
<b>Duration:</b> 50 mins.		<b>Strand:</b> Health Education	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Nutrition & Physical Activity	
<b>Content Standard:</b> B7.1.1.1: Demonstrate understanding of various food nutrients required for sports and physical activity		<b>Indicator:</b> : B7.1.1.1.1 Discuss food nutrients that influence sports and physical activity participation	<b>Lesson:</b>
<b>Performance Indicator:</b> learners can identify the function and the deficiency of proteins.		<b>Core Competencies:</b> CP5.1: CC 9.2: CC8.1: CP5.2:	
<b>Reference:</b> PHE Curriculum pg 2			
<b>Keywords:</b> amino acid, break down, build,			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners through questions and answers to review learners understanding in the previous lesson. Share performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Ask learners the question: Mention the functions of proteins? And assists learners to come out with it by showing them some pictures. 1. It repairs damaged cells. 2. It builds new cells in the body 3. It forms part of cell membranes, muscle tissues. 4. It controls the rate of metabolism in the body. 5. It can be used as a source of energy when the body has depleted its store of carbohydrates and fats.  Guide learners to describe the deficiency of proteins. i. It cause abnormal blood clotting in veins. ii. It cause anaemia and lowered immune system iii. It can lead to kwashiorkor iv. It can cause loss of hair and stunted growth v. It can leads to headaches, weakness and depression.	picture	
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners learnt during the lesson. Take feedback from learners and summarize the lesson.		

## WEEK 6



<b>WEEK ENDING:</b>	<b>Period:</b>	<b>Subject:</b> Physical and Health Education	
<b>Duration:</b>		<b>Strand:</b> Health Education	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Nutrition & Physical Activity	
<b>Content Standard:</b> B7.1.1.1: Demonstrate understanding of various food nutrients required for sports and physical activity		<b>Indicator:</b> B7.1.1.1.1 Discuss food nutrients that influence sports and physical activity participation	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can describe maintenance food		<b>Core Competencies:</b> CG5.3: CC9.2: CC9.3:	
<b>Reference:</b> PHE Curriculum P.g. 2			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>State learner expectations for this lesson and Indicate what the lesson will address and how learning will occur.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Put learners in small groups to explore various activities they can do to develop cardiorespiratory strength and endurance, muscular strength and endurance and flexibility/balance.</p> <p><i>Example: walking, running, swimming, bicycling, jogging, etc.</i></p> <p>Direct learners to identify the everyday tasks, home chores, games and dance movements that use muscles, bones, joints to elevate heartbeat.</p> <p>Help learners to also identify those that place some pressure/force/weight on muscle and bones.</p> <p>Guide learners to find those activities that help with body management. (balance or flexibility ).</p>	Picture/video	
<b>PHASE 3: REFLECTION</b>	Ask learners to tell what they have learnt today.		

<b>WEEK ENDING:</b>	<b>Period:</b>	<b>Subject:</b> Physical and Health Education	
<b>Duration:</b> 50 mins.		<b>Strand:</b> Health Education	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Nutrition & Physical Activity	
<b>Content Standard:</b> B7.1.1.1: Demonstrate understanding of various food nutrients required for sports and physical activity		<b>Indicator:</b> : B7.1.1.1.1 Discuss food nutrients that influence sports and physical activity participation	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can describe and identify vitamin		<b>Core Competencies:</b> CP5.1: CC 9.2: CC8.1: CP5.2:	
<b>Reference:</b> PHE Curriculum pg 2			
<b>Keywords:</b> fat, liver, kidney, cereals, urine			
Phase/Duration	Learners Activities	Resources	
PHASE 1: <b>STARTER</b>	Using questions and answers, find out what learners already know about maintenance food.		
PHASE 2: <b>NEW LEARNING</b>	<p>Brainstorm learners to explain the concept of vitamins. Vitamins are food nutrients that are needed in small quantities for essential metabolic reaction in the body.</p> <p>Learners to identify the range and the types of vitamins. Range: Vitamin A,B,C,D,E and K Types of vitamins</p> <p>i. Fat soluble vitamin: this include vitamin A,D,E, and K. This dissolve in fats and oil and are present in animal fats or vegetable oil. Excess amount of fat soluble vitamins are stored in the body`s fat, liver and kidney, thus they do not need to consumed everyday.</p> <p>ii. Water soluble vitamins: this include vitamin B and C. This dissolve in water and are present in green leaves, fruit and cereals. This cannot be stored and leaves the body through urine, thus they need to consumed every day.</p> <p><b>ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. What is vitamins</li> <li>2. Give one function each of vitamin A,B and K.</li> </ol>	picture	
PHASE 3: <b>REFLECTION</b>	<p>Use peer discussion and effective questioning to find out from learners learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>		



## WEEK 7

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Physical and Health Education	
<b>Duration:</b>		<b>Strand:</b> Health Education	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Disease Prevention And Management	
<b>Content Standard:</b> B7.1.2.1 Demonstrate understanding of common diseases associated with sedentary behaviours and physical inactivity		<b>Indicator:</b> B7.1.2.1.1: Research common diseases associated with sedentary behaviours and physical inactivity	<b>Lesson:</b>
<b>Performance Indicator:</b> learners discuss sedentary behaviour		<b>Core Competencies:</b> CP5.1: CC9.1: CC8.1:	
<b>Reference:</b> PHE Curriculum pg. 3			
<b>Keywords:</b> Sedentary behaviour, physical inactivity, heart related diseases, cancer			
Phase/Duration	Learners Activities	Resources	
PHASE 1: <b>STARTER</b>	<p>Allow learners to reflect on the previous lesson and share additional learning acquired.</p> <p>State learner expectations for this lesson</p>		
PHASE 2: <b>NEW LEARNING</b>	<p>Brainstorm learners to come out meaning of sedentary behavior.</p> <p>Sedentary behavior is defined as any waking activity that requires an energy expenditure ranging from 1.0 to 1.5 basal metabolic rate performed in a sitting or reclining posture. OR Sedentary behaviour refers to activities that use very little energy while being awake.</p> <p>Let learners identify examples of sedentary behavior.</p> <ol style="list-style-type: none"> <li>i. sitting for long periods,</li> <li>ii. watching television,</li> <li>iii. riding in a bus or car,</li> <li>iv. playing passive video games,</li> <li>v. playing on the computer,</li> <li>vi. sitting in a car seat or stroller.</li> <li>vii. Reading</li> <li>viii. Lying down</li> <li>ix. Sleeping</li> </ol>	picture	

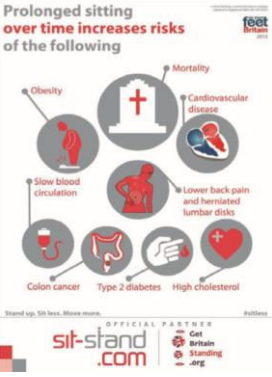
	  <p>Through think pair share activity, let learners explain screen time.</p> <p>The screen time that refers to the time spent on screen-based behaviours, is often used as a proxy for sedentary behaviour in research. Screen time can be calculated while being sedentary or physically active. .OR Screen Time. Time spent on screen-based behaviours.. These behaviours can be performed while being sedentary or physically active.</p> <p>Examples of screen time are television, video games, computers, and hand held electronic devices.</p> <p><b>ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. What is sedentary behavior.</li> <li>2. List 3 examples of sedentary behavior</li> <li>3. Explain the term screen time.</li> </ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson. Ask lesson will benefit them in their daily lives.</p>	

## WEEK 8

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Physical and Health Education	
<b>Duration:</b> 100 mins		<b>Strand:</b> Health Education	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Disease Prevention And Management	
<b>Content Standard:</b> B7.1.2.1 Demonstrate understanding of common diseases associated with sedentary behaviours and physical inactivity		<b>Indicator:</b> B7.1.2.1.1: Research common diseases associated with sedentary behaviours and physical inactivity	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners discuss the causes and the benefits of reducing students' sedentary behavior.			<b>Core Competencies:</b> CP5.1: CC9.1: CC8.1:
<b>Reference:</b> PHE Curriculum pg. 3			
<b>Keywords:</b> Sedentary behaviour, physical inactivity, heart related diseases, cancer			
Phase/Duration	Learners Activities	Resources	
PHASE 1: <b>STARTER</b>	<p>Allow learners to reflect on the previous lesson and share additional learning acquired.</p> <p>State learner expectations for this lesson</p>		
PHASE 2: <b>NEW LEARNING</b>	<p>Let learners discuss the causes of sedentary behavior in their community.</p> <p>A poor participation in physical activity is speculated to be influenced by multiple factors. Some are environmental factors include: traffic congestion, air pollution, shortage of parks or pedestrian walkways, and a lack of sports or leisure facilities.</p> <p>Television viewing, video viewing, and cell phone are positively correlated with increasing sedentary behavior.</p> <p>Engage learners to describe the benefits of reducing students' sedentary behavior.</p> <ol style="list-style-type: none"> <li>i. maintaining a healthy body weight,</li> <li>ii. doing better in school,</li> <li>iii. improving self-confidence,</li> <li>iv. having more fun with friends,</li> <li>v. improving their fitness, and</li> <li>vi. having more time to learn new skills.</li> </ol> <p>Have learners understand the following terms of sedentary behavior.</p> <ol style="list-style-type: none"> <li>a. Sedentary time. The time spent for any duration or in any context in sedentary behaviours.</li> <li>b. Sedentary bout. A period of uninterrupted sedentary time.</li> </ol>	picture	


	<p>c. Sedentary interruptions/breaks. A non-sedentary bout in between two sedentary bouts.</p> <p><b>ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. State 2 causes of sedentary behavior.</li> <li>2. Describe 3 the benefits of reducing students' sedentary behavior.</li> </ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily</p>	

## WEEK 9

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Physical and Health Education	
<b>Duration:</b> 100 mins		<b>Strand:</b> Health Education	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Disease Prevention And Management	
<b>Content Standard:</b> B7.1.2.1 Demonstrate understanding of common diseases associated with sedentary behaviours and physical inactivity		<b>Indicator:</b> B7.1.2.1.1: Research common diseases associated with sedentary behaviours and physical inactivity	<b>Lesson:</b>
<b>Performance Indicator:</b> learners discuss the diseases associated with sedentary behavior.		<b>Core Competencies:</b> CP5.1: CC9.1: CC8.1:	
<b>Reference:</b> PHE Curriculum pg. 3			
<b>Keywords:</b> Sedentary behaviour, physical inactivity, heart related diseases, cancer			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Recap with learners to find out what they already know about adolescence. Share performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	<p>Guide them to discuss diseases associated with sedentary behavior. Prostate cancer, breast cancer, lung cancer etc. Type I and Type II diabetes, Hypertension (blood pressure), Stroke, etc.</p>  <p>Guide learners to identify some tips for active recess.</p> <ol style="list-style-type: none"> <li>a. Set up fitness stations in the halls.</li> <li>b. Plan a hall walking program and measure it out to track the distance</li> <li>c. . Play music and make up dance moves.</li> <li>d. Play Just Dance TM in the classroom or the gym for lots of students to join in on the fun.</li> <li>e. Play active games such as Set up a circuit in the gym. Freeze Dance Simon Says Red Light, Green Light</li> <li>f. Have open gym for free play with equipment like basketballs and skipping ropes.</li> </ol>	picture	

<b>PHASE 3:</b> <b>REFLECTION</b>	Engage learners to reflect on what they have learnt and show how they use such knowledge to increase physical activity participation and reduce behaviours and physical inactivity	
--------------------------------------	--	--

## WEEK 10

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Physical and Health Education	
<b>Duration:</b> 100 mins		<b>Strand:</b> Health Education	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Disease Prevention And Management	
<b>Content Standard:</b> B7.1.2.1 Demonstrate understanding of common diseases associated with sedentary behaviours and physical inactivity		<b>Indicator:</b> B7.1.2.1.1: Research common diseases associated with sedentary behaviours and physical inactivity	<b>Lesson:</b>
<b>Performance Indicator:</b> learners can describe physical inactivity.		<b>Core Competencies:</b> CP5.1: CC9.1: CC8.1:	
<b>Reference:</b> PHE Curriculum pg. 3			
<b>Keywords:</b> Sedentary behaviour, physical inactivity, heart related diseases, cancer			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Recap with learners to find out what they already know about adolescence. Share performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Brainstorm learners to come out the meaning of physical inactivity. Physical inactivity – It is a state in which people do not get the recommended level of regular physical activity. OR It defined as failure to accumulate at least 150 minutes of moderate physical activity or 75 minutes of vigorous physical activity.  Let learners identify examples of physical inactivity <ul style="list-style-type: none"> <li>x. sitting for long periods,</li> <li>xi. watching television,</li> <li>xii. riding in a bus or car,</li> <li>xiii. playing passive video games,</li> <li>xiv. playing on the computer,</li> <li>xv. sitting in a car seat or stroller.</li> <li>xvi. Reading</li> <li>xvii. Lying down</li> <li>xviii. Sleeping</li> </ul>	picture	
			
	<b>ASSESSMENT</b>		

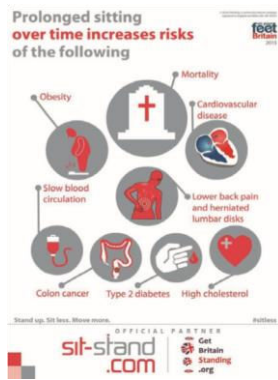
	<ol style="list-style-type: none"><li>1. Explain the term physical inactivity.</li><li>2. State 3 example of physical inactivity.</li></ol>	
<b>PHASE 3: REFLECTION</b>	Engage learners to reflect on what they have learnt and show how they will use such knowledge to increase physical activity p reduce sedentary behaviours and physical inactivity	



## WEEK 11

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Physical and Health Education	
<b>Duration:</b> 100 mins		<b>Strand:</b> Health Education	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Disease Prevention And Management	
<b>Content Standard:</b> B7.1.2.1 Demonstrate understanding of common diseases associated with sedentary behaviours and physical inactivity		<b>Indicator:</b> B7.1.2.1.1: Research common diseases associated with sedentary behaviours and physical inactivity	<b>Lesson:</b>
<b>Performance Indicator:</b> Describe the causes and the effect of physical inactivity.		<b>Core Competencies:</b> CP5.1: CC9.1: CC8.1:	
<b>Reference:</b> PHE Curriculum pg. 3			
<b>Keywords:</b> Sedentary behaviour, physical inactivity, heart related diseases, cancer			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Recap with learners to find out what they already know about adolescence. Share performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	<p>In groups, let learners discuss the causes of physical inactivity.</p> <p>Physical inactivity behaviour is influenced by both individual characteristics and the social environment. Whether or not an individual is physically active depends on demographic characteristics such as gender, age, and ethnic background, and on socioeconomic characteristics such as education and income level.</p> <p>Increased urbanisation has resulted in numerous environmental factors which may discourage individuals from participating in physical activity, such as:</p> <ol style="list-style-type: none"> <li>a. violence</li> <li>b. high-density traffic</li> <li>c. low air quality, pollution</li> <li>d. lack of parks, sidewalks and sports/recreation facilities.</li> </ol> <p>Therefore, urban centres have more roads, cars, and car travel, and less walking or biking for transportation or leisure.</p> <p>They have more densely populated neighbourhoods, and less outdoor recreational space. They offer more exposure to mass media marketing of food and beverages, which can shift people's preferences away from traditional diets.</p> <p>Guide them to describe diseases associated with physical inactivity.</p>	picture	

Prostate cancer, breast cancer, lung cancer etc. Type I and Type II diabetes, Hypertension (blood pressure), Stroke, etc.



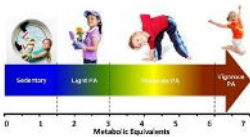
**ASSESSMENT**

1. Mention 4 causes of physical inactivity.
2. Describe 2 diseases associated with physical inactivity.

**PHASE 3:  
REFLECTION**

Engage learners to reflect on what they have learnt and show use such knowledge to increase physical activity participation behaviours and physical inactivity

## WEEK 12

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Physical and Health Education	
<b>Duration:</b> 100 mins		<b>Strand:</b> Health Education	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Disease Prevention And Management	
<b>Content Standard:</b> B7.1.2.1 Demonstrate understanding of common diseases associated with sedentary behaviours and physical inactivity		<b>Indicator:</b> B7.1.2.1.1: Research common diseases associated with sedentary behaviours and physical inactivity	<b>Lesson:</b>
<b>Performance Indicator:</b> learners can discuss differences between sedentary behaviours and physical inactivity.		<b>Core Competencies:</b> CP5.1: CC9.1: CC8.1:	
<b>Reference:</b> PHE Curriculum pg. 3			
<b>Keywords:</b> Sedentary behaviour, physical inactivity, heart related diseases, cancer			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Recap with learners to find out what they already know about adolescence. Share performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	<p>Let learners identify the symptoms of physical inactivity.</p> <ol style="list-style-type: none"> <li>You burn few calories</li> <li>You may lose muscle strength and endurance.</li> <li>Your bones may get weaker and lose some minerals content.</li> <li>Your metabolism may be affected, and your body may have more trouble breaking down fats and sugar.</li> </ol> <p>Have learners discuss the differences between sedentary behaviours and physical inactivity. Being physically inactive means not doing enough physical activity (in other words not meeting the physical activity guidelines). However being sedentary means sitting or lying down for long periods.</p>  <p>ASSESSMENT: discuss the differences between sedentary behaviours and physical inactivity.</p>	picture	
<b>PHASE 3: REFLECTION</b>	Engage learners to reflect on what they have learnt and show how use such knowledge to increase physical activity participation and behaviours and physical inactivity		

