

FIRST TERM

WEEKLY LESSON PLAN – B8 WEEK 1

Week Ending: 13-01-2023	Day:	Subject: Physical and Health Education	
Duration: 60mins		Strand: Health Education	
Class: B8	Class Size:	Sub Strand: Nutrition And Physical Activity	
Content Standard: B8.1.1.1 Demonstrate understanding of the factors that influence the choice of food and feeding habits in relation to participation in sports and physical activity		Indicator: B8.1.1.1: Examine the factors that influence the choice of food and eating habits in relation to participation in physical activity	Lesson: 1 of 1
Performance Indicator: Learners can examine the factors that influence the choice of food and eating habits		Core Competencies: CG5.3: CC9.2: CC9.3:	
Reference: P H E Curriculum P.g. 20			
Keywords:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Welcome learners back from the holidays. Ask them how they spent their vacation holidays. Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	In small groups, discuss the factors that influence the choice of food and eating habits including misconceptions, religion, age and state of health. Engage learners to do research and do a 5-minute oral presentation in small groups on the effects of good and bad eating habits on participation in sports and physical activity. <u>Assessment</u> Identify four misconceptions that influence the choice of food you eat	Picture/video	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?		

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WEEK 2

Week Ending: 20-01-2023	Day:	Subject: Physical and Health Education	
Duration: 60mins		Strand: Health Education	
Class: B8	Class Size:	Sub Strand: Nutrition And Physical Activity	
Content Standard: B8.1.1.1 Demonstrate understanding of the factors that influence the choice of food and feeding habits in relation to participation in sports and physical activity		Indicator: B8.1.1.1.1: Examine the factors that influence the choice of food and eating habits in relation to participation in physical activity	Lesson: 1 of 1
Performance Indicator: Learners can examine the factors that influence the choice of food and eating habits		Core Competencies: CG5.3: CC9.2: CC9.3:	
Reference: P H E Curriculum P.g. 20			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Welcome learners back from the holidays. Ask them how they spent their vacation holidays. Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	In small groups, discuss the factors that influence the choice of food and eating habits including misconceptions, religion, age and state of health. Engage learners to do research and do a 5-minute oral presentation in small groups on the effects of good and bad eating habits on participation in sports and physical activity. <u>Assessment</u> Identify four misconceptions that influence the choice of food you eat	Picture/video o	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?		

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WEEKLY LESSON PLAN – B8

WEEK 3

Week Ending: 27-01-2023		Day:	Subject: Physical and Health Education	
Duration: 60mins			Strand: Health Education	
Class: B8		Class Size:	Sub Strand: Disease Prevention And Management	
Content Standard: B8.1.2.1 Develop awareness of behaviors that promote regular participation in sports and physical activity		Indicator: B8.1.2.1.1: Explore and catalogue several ways of getting active in different contexts including home school, community, etc.		Lesson: 1 of 1
Performance Indicator: Learners can explore ways of getting active.			Core Competencies: CG5.3: CC9.2: CC9.3:	
Reference: P H E Curriculum P.g. 21				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	<p>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 relating to the factors that influence the choice of food and eating habits in relation to participation in physical activity.</p> <p>Share performance indicators and introduce the lesson.</p>			
PHASE 2: NEW LEARNING	<p>Based on the estimates of performance in your reflective journal (as your effort to increase involvement in physical activity), self-assess how often you participate in a variety of physical activities.</p> <p>Guide learners to use tally to assess. Refer to mathematics curriculum for additional information on frequency of occurrence and tallying.</p> <p>Interview your peers in groups on how often they engage in a variety of physical activities at home, school, community, etc.</p> <p>Plan and practice individually and in groups a variety of physical activities (such as active transportation, group aerobics, active play, keep fit, etc.) at home, school, and community to enhance good health and active lifestyle</p>			Pictures and charts
PHASE 3: REFLECTION	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? 			

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WEEKLY LESSON PLAN – B8

WEEK 4

Week Ending: 03- 02-2023	Day:	Subject: Physical and Health Education	
Duration: 60mins		Strand: Health Education	
Class: B8	Class Size:	Sub Strand: Disease Prevention And Management	
Content Standard: B8.1.2.1 Develop awareness of behaviors that promote regular participation in sports and physical activity		Indicator: B8.1.2.1.1: Explore and catalogue several ways of getting active in different contexts including home school, community, etc.	Lesson: 1 of 1
Performance Indicator: Learners can mention how often they engage in physical activities.		Core Competencies: CG5.3: CC9.2: CC9.3:	
Reference: P H E Curriculum P.g. 21			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>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 relating to the factors that influence the choice of food and eating habits in relation to participation in physical activity.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Let learners mention some of their interested physical activities at home, school and community. EXAMPLE: ampe, football, high jump, volleyball, basketball, etc.</p> <p>Engage learners to talk about how often they engage in variety of physical activities. Children and adolescent school should do 60 minutes or more of physical activity dairy.</p> <p>Guide learners to describe the benefit of performing variety of physical activities at home, school, and community. The school day, typically 8-9 hours long, traditionally provides a sedentary setting away from home. Adding physical activity during the school day can reduce the sedentary nature of classroom.</p> <ol style="list-style-type: none"> 1. Builds healthy bones and muscle 2. Decrease the likelihood of obesity and disease risk factors such as high blood pressure. 3. Reduce anxiety and depression and promotes positive mental health. 4. Improving grades and test score 5. Encouraging better student behavior 6. Enhancing social skills. 7. Increasing physical activities 	Pictures and charts	



PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	
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WEEKLY LESSON PLAN – B8

WEEK 5

Week Ending: 10- 02-2023	Day:	Subject: Physical and Health Education	
Duration: 60mins		Strand: Health Education	
Class: B8	Class Size:	Sub Strand: First Aid, Injury Prevention And Management	
Content Standard: B8.1.3.1 Apply the principles of first aid in a variety of sports and physical activity settings to support environmental and personal safety		Indicator: B8.1.3.1.1: Discuss the concepts and principles of first aid and how to apply them to ensure environmental and personal safety	Lesson: 1 of 1
Performance Indicator: Learners can mention how often they engage in physical activities.		Core Competencies: CG5.3: CC9.2: CC9.3:	
Reference: P H E Curriculum P.g. 22			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>In groups let learners explain the meaning of first aid. <i>First aid is the provision of initial care for an illness or injury. It is usually performed by a non-expert person to a sick or injured person until appropriate medical treatment can be accessed in a hospital or by going to a doctor.</i></p> <p>Assist them to mention some of the basic types of first aid.</p> <ol style="list-style-type: none"> i. Broken bones ii. Choking iii. Burns iv. Bleeding v. Cardiopulmonary resuscitation <p>Discuss the meaning of first aid kit with learners. <i>First aid kit is a collection of supplies and equipment used to give immediate medical treatment, primarily to treat injuries and other mild conditions.</i></p> <p>Guide them to list items that are found in first aid kit. <i>Bandage, Antiseptic cream sachets, Gloves, Instant ice pack, Foil blanket, Wound wipe, Nasal sponge plug, Plaster, scissors</i></p>	Pictures and charts	

	 	
<p>PHASE 3: REFLECTION</p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? 	

Week Ending: 10- 02-2023	Day:	Subject: Physical and Health Education	
Duration: 60mins		Strand: Health Education	
Class: B8	Class Size:	Sub Strand: First Aid, Injury Prevention And Management	
Content Standard: B8.1.3.1 Apply the principles of first aid in a variety of sports and physical activity settings to support environmental and personal safety		Indicator: B8.1.3.1.1: Discuss the concepts and principles of first aid and how to apply them to ensure environmental and personal safety	Lesson: 1 of 1
Performance Indicator: Learners can discuss how first aid can contribute to personal and environmental safety.		Core Competencies: CG5.3: CC9.2: CC9.3:	
Reference: P H E Curriculum Pg. 22			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	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.		
PHASE 2: NEW LEARNING	Discuss with the learners how first aid can contribute to personal and environmental safety. The main objective of first aid is not to cure, but to ensure safety until the patient or affected person accesses specialized treatment. (i) To ensure that the victim reaches the place of specialized treatment safely and life is not lost in-between; (ii) To prevent further harm, i.e., the injury that has taken place, does not deteriorate further (iii) To prevent the danger of further injury. (iv) To promote recovery, i.e., necessary intervening care is taken in a way that promotes recovery and relieves the victim of pain and uneasiness.	Pictures and charts	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?		

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WEEK 6

Week Ending: 17-02-2023	Day:	Subject: Physical and Health Education	
Duration: 60mins		Strand: Health Education	
Class: B8	Class Size:	Sub Strand: First Aid, Injury Prevention And Management	
Content Standard: B8.1.3.1 Apply the principles of first aid in a variety of sports and physical activity settings to support environmental and personal safety		Indicator: B8.1.3.1.1: Discuss the concepts and principles of first aid and how to apply them to ensure environmental and personal safety	Lesson: 1 of 1
Performance Indicator: Learners can mention how often they engage in physical activities.		Core Competencies: CG5.3: CC9.2: CC9.3:	
Reference: P H E Curriculum P.g. 22			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson. Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Through think pair share method, let learners identify the basic principles of first aid <ol style="list-style-type: none"> 1. Assessment of the situation 2. Provision of urgent care 3. Examination of the casualty for injuries 4. Treatment of the casualty's injuries 5. Call of a physical for assistance <p>In groups, let them discuss the procedures used in first aid to an injured person.</p> <ul style="list-style-type: none"> • D for danger – Assess the situation • R for response – Check consciousness, check on vital signs • A for airway – Open airway • B for breathing – Check respiration rates • C for circulation – Give chest compressions. <p>Describe the techniques used in first aid to an injured person.</p> <ol style="list-style-type: none"> a. Wash your hands or put on disposable gloves if you have them. b. Rinse the wound with water c. Cover the wound with a cloth d. Apply direct pressure to stop the flow of blood and encourage clotting. 	Pictures and charts	


PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	
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Week Ending: 17- 02-2023	Day:	Subject: Physical and Health Education	
Duration: 60mins		Strand: Health Education	
Class: B8	Class Size:	Sub Strand: First Aid, Injury Prevention And Management	
Content Standard: B8.1.3.1 Apply the principles of first aid in a variety of sports and physical activity settings to support environmental and personal safety		Indicator: B8.1.3.1.1: Discuss the concepts and principles of first aid and how to apply them to ensure environmental and personal safety	Lesson: 1 of 1
Performance Indicator: Learners can discuss how first aid can contribute to personal and environmental safety.			Core Competencies: CG5.3: CC9.2: CC9.3:
Reference: P H E Curriculum Pg. 22			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	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.		
PHASE 2: NEW LEARNING	Have learners identify emergency numbers in case of any major accidents in the kitchen or workshop. 999 in case you need help in times of accidents 191 in case you need help from the police service 192 in case you need help from the fire service 193 in case you need help from the ambulance service Assist learners to provide assurance and guidance to the casualty, how and where to get help. <ul style="list-style-type: none"> a. Treat any obvious injuries b. Lie the person down c. Do not give them anything to eat d. Give them lot of comfort e. Use blanket to keep them warm 	Pictures and charts	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? 		

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WEEKLY LESSON PLAN – B8

WEEK 7

Week Ending: 24-02-2023	Day:	Subject: Physical and Health Education	
Duration: 60mins		Strand: Health Education	
Class: B8	Class Size:	Sub Strand: First Aid, Injury Prevention And Management	
Content Standard: B8.1.3.1 Apply the principles of first aid in a variety of sports and physical activity settings to support environmental and personal safety		Indicator: B8.1.3.1.2: Apply the principles of first aid in a variety of sports and physical activity settings to develop or create a safe environment for performance	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate international procedures of managing physical activity and sports related injuries.			Core Competencies: CG5.3: CC9.2: CC9.3:
Reference: P H E Curriculum P.g. 22			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson. Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Help learners identify and discuss the items in a first aid kit. <ul style="list-style-type: none"> • Bandage, • Antiseptic cream sachets, • Gloves, • Instant ice pack, • Foil blanket, • Wound wipe, • Nasal sponge plug, • Plaster, • scissors  <p>Guide learners to demonstrate international procedures of managing physical activity and sports related injuries such as wounds, fractures, bleeding.</p> <p>R. I. C. E</p>	Pictures and charts	

	<ul style="list-style-type: none"> • Rest – stop any exercise or activities and try not to put any weight on the injury. Avoid movement as much as possible to limit further injury • Ice – apply an ice pack. Cooling the tissue can help reduce pain, swelling and internal bleeding. • Compression – wrap a bandage around the injury to support it. • Elevate – keep it raised on a pillow as much as possible <div data-bbox="448 453 813 627" data-label="Image"> </div> <div data-bbox="829 434 1195 627" data-label="Image"> </div> <p data-bbox="448 663 1187 737">Direct learners to use role play to simulate how a given injury scenario is managed (e.g., fracture, cut, bleeding)</p>	
<p>PHASE 3: REFLECTION</p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? 	

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WEEKLY LESSON PLAN – B8

WEEK 8

Week Ending: 03-03-2023	Day:	Subject: Physical and Health Education	
Duration: 60mins		Strand: Health Education	
Class: B8	Class Size:	Sub Strand: First Aid, Injury Prevention And Management	
Content Standard: B8.1.3.1 Apply the principles of first aid in a variety of sports and physical activity settings to support environmental and personal safety		Indicator: B8.1.3.1.2: Apply the principles of first aid in a variety of sports and physical activity settings to develop or create a safe environment for performance	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate how to apply first aid..		Core Competencies: CG5.3: CC9.2: CC9.3:	
Reference: P H E Curriculum P.g. 22			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Start the lesson with a recap of the previous lesson.</p> <p>Allow learners to reflect on what they learnt from the previous lesson.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Engage them to mention different cases in first aid. Drowning, burns, unconscious, bleeding, choked, fracture, etc</p> <p>Demonstrate with learners how to apply first aid to a choke person.</p> <ul style="list-style-type: none"> • encourage the person to cough to try to clear the blockage • ask them to try to spit out the object if it's in their mouth • don't put your fingers in their mouth to help them because they may accidentally bite you <p>In groups guide learners to demonstrate how to give immediate solution to a person who is suffering from burns and scalds.</p> <ul style="list-style-type: none"> • cool the burn as quickly as possible with cool running water for at least 10 minutes, or until the pain is relieved • phone 999 or seek medical help, if needed • while cooling the burn, carefully remove any clothing or jewellery, unless it's attached to the skin • if you're cooling a large burnt area, particularly in babies, children and elderly people, be aware that it may cause 	Pictures and charts	

	<p>hypothermia (it may be necessary to stop cooling the burn to avoid hypothermia)</p> <ul style="list-style-type: none"> • cover the burn loosely with cling film; if cling film isn't available, use a clean, dry dressing or non-fluffy material; don't wrap the burn tightly, because swelling may lead to further injury • don't apply creams, lotions or sprays to the burn 	
<p>PHASE 3: REFLECTION</p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? 	

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WEEKLY LESSON PLAN – B8

WEEK 9

Week Ending: 10-03-2023	Day:	Subject: Physical and Health Education	
Duration: 60mins		Strand: Health Education	
Class: B8	Class Size:	Sub Strand: Organized Sports And Physical Activity Participation	
Content Standard: B8.2.3.1 Demonstrate the ability to apply movement concepts, principles, and strategies in performing non–contact sports (e.g., ball and racket, athletics, and, individual and target sport		Indicator: B8.2.3.1.1: Apply movement concepts, principles, and strategies to perform beginning-intermediate level ball and racket sports	Lesson: 1 of 1
Performance Indicator: Learners can apply movement concept, , principles and strategies.		Core Competencies: CG5.3: CC9.2: CC9.3:	
Reference: P H E Curriculum P.g. 22			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Brainstorm learners to come out the meaning of movement concept. <i>Movement concepts are the ideas used to modify the range and effectiveness of skill employment. This include space awareness, effort and relationship.</i></p> <p>Apply movement concepts, principles and strategies in learning beginning intermediate level ball and racket sports based on individual adaptation and pacing.</p> <p>Use adapted rules and equipment to foster inclusion.</p> <p>Create and organize small-group competitions to develop confidence, empowerment and collaboration.</p> <p>Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity</p>	Pictures and charts	



Footwork in tennis

**PHASE 3:
REFLECTION**

- Ask learners to do the following by ways of reflecting on the lesson:
1. Tell the class what you learnt during the lesson.
 2. Tell the class how you will use the knowledge they acquire during the lesson.
 3. Which aspects of the lesson did you not understand?

FIRST TERM
WEEKLY LESSON PLAN – B8
WEEK 10
REVISION AND END OF TERM ASSESSMENT

Week Ending: 17-03-2023	Day:	Subject: Physical and Health Education	
Duration: 60MINS		Strand: Strands for the term	
Class: B8	Class Size:	Sub Strand: Sub strands for the term	
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.		Indicator: Recall and summarize all what they have learnt within the term	Lesson: 1 of 1
Performance Indicator: Learners can recall and summarize all what they have learnt within the term		Core Competencies: CG5.3: CC9.2: CC9.3:	
Reference: P H E Curriculum P.g. 22			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Brainstorm learners to come out the meaning of movement concept. <i>Movement concepts are the ideas used to modify the range and effectiveness of skill employment. This include space awareness, effort and relationship.</i></p> <p>Apply movement concepts, principles and strategies in learning beginning intermediate level ball and racket sports based on individual adaptation and pacing.</p> <p>Use adapted rules and equipment to foster inclusion.</p> <p>Create and organize small-group competitions to develop confidence, empowerment and collaboration.</p> <p>Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity</p>	Pictures and charts	



Footwork in tennis

**PHASE 3:
REFLECTION**

- Ask learners to do the following by ways of reflecting on the lesson:
1. Tell the class what you learnt during the lesson.
 2. Tell the class how you will use the knowledge they acquire during the lesson.
 3. Which aspects of the lesson did you not understand?

Week Ending: 17-03-2023	Day:	Subject: Physical and Health Education	
Duration: 60MINS		Strand: Strands for the term	
Class: B8	Class Size:	Sub Strand: Sub strands for the term	
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.		Indicator: Recall and summarize all what they have learnt within the term	Lesson: 1 of 1
Performance Indicator: Learners can answer all end of term assessment questions in their exercise books.		Core Competencies: CG5.3: CC9.2: CC9.3:	
Reference: P H E Curriculum			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Ask learners to bring and display all the materials needed for the assessment.</p> <p>Educate them on the consequences of examination mal practice.</p>	<p>Exercise books, pen, pencils, erasers, Answer sheets.</p>	
PHASE 2: NEW LEARNING	<p>Engage learners to arrange themselves properly to sit for the assessment test.</p> <p>Mark learners answer sheets or exercise books.</p> <p>Fill in learner's SBA books and report cards.</p> <p>Distribute learners answer sheets or exercise books for feedback.</p>	<p>SBA, Assessment Questions and exercise books.</p>	