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| **Wk** | **Lsn** | **Strand/The**  **me** | **Sub strand** | **Specific learning outcomes** | **Key inquiry**  **Questions** | **Learning experiences** | **Learning**  **Resources** | **Assessment**  **methods** | **Ref** |
| **1** | 1 | HEALTHY LIVING | Pre-teen/pre- adolescence  (9-12 years): Meaning of Adolescent | By the end of the sub strand, the learner should be able to;  a. Explain the meaning of pre- teen/pre-adolescence.  b. Watch a video clip on good  grooming for pre-teen/pre-  adolescence.  c. Appreciate healthy habits in  pre-teen/pre-adolescence | What are the changes that take place during a pre- teen/pre- adolescence stage? | Learners brainstorm on who a pre-teen/pre- adolescence is by using video clips, pictures, charts.  Learners to watch a video clip on good grooming for pre-teen/pre-adolescence | Video clips, pictures, charts, storybook, resource person | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |
|  | 2 |  | Pre-teen/pre- adolescence  (9-12 years): changes that take place during pre- teen/pre- adolescence. | By the end of the sub strand, the learner should be able to;  a. Mention changes that take place during pre-teen/pre- adolescence.  b. Watch a video clip on good grooming for pre-teen/pre- adolescence.  c. Appreciate healthy habits in  pre-teen/pre-adolescence | What are the changes that take place during a pre- teen/pre- adolescence stage? | In groups learners share experiences on the changes that take place during pre- teen/pre-adolescence through stories.  Experience sharing, resource persons, video clips, pictures  Learners to watch a video clip on good grooming for pre-teen/pre-adolescence | Video clips, pictures, charts, storybook, resource person | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |
|  | 3 |  | Pre-teen/pre- adolescence  (9-12 years):  Good grooming | By the end of the sub strand, the learner should be able to;  a. Practice good grooming as a  daily health habit  b. Discuss aspects of good  grooming  c. Appreciate healthy habits in  pre-teen/pre-adolescence | What are the changes that take place during a pre- teen/pre- adolescence stage? | In groups learners discuss aspects of grooming during pre-teen/pre-adolescence (personal hygiene)  Learner’s peer teach, role  play good grooming | Video clips, pictures, charts, storybook, resource person | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |



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|  |  |  |  |  |  | Learners to watch a video clip on good grooming for pre-teen/pre-adolescence |  |  |  |
| **2** | 1 |  | Pre-teen/pre- adolescence  (9-12 years): healthy habits for pre-teens | By the end of the sub strand, the learner should be able to;  a. State healthy eating habits for a pre-teen/pre- adolescence  b. Observe safety precautions  as pre-teen/pre-adolescence  within their environment  c. Appreciate healthy habits in  pre-teen/pre-adolescence | What are the changes that take place during a pre- teen/pre- adolescence stage? | In groups learners brainstorm on healthy habits during pre- teen/pre-adolescence through experience, sharing stories, resource  person, watching video clip  Learner’s peer teach, role  play good grooming  Learners discuss safety  precautions to observe as  pre-teen/pre-adolescence  within their environment | Video clips, pictures, charts, storybook, resource person | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |
|  | 2 |  | Pre-teen/pre- adolescence  (9-12 years): Exercise as a healthy habit | By the end of the sub strand, the learner should be able to;  a. Engage in daily physical  exercise as a healthy habit  b. Observe safety precautions as  pre-teen/pre-adolescence  within their environment  c. Appreciate healthy habits in  pre-teen/pre-adolescence | What are the changes that take place during a pre- teen/pre- adolescence stage? | In groups learners carry  out daily physical exercise  as a healthy habit | Video clips, pictures, charts, storybook, resource person | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |
|  | 3 |  | Dressing self: factors to consider when choosing a  cloth for pre- teens | By the end of the sub strand, the learner should be able to;  a. Mention factors to consider in  the choice of clothes and  shoes for pre-teens/pre-  adolescence.  b. State the types of shoes for  pre-teens/pre-adolescence.  c. Explain decent ways to dress  Appreciate proper clothing  for a pre-teens/pre-  adolescent | What are the dressing needs of pre-teens/pre- adolescents? | In groups learners share experiences on the choice  of clothes for pre-  teens/pre-adolescence.  Using digital devices,  charts, pictures, learners  brainstorm on the types of  shoes for pre-teen/pre-  adolescence | Digital devices, pictures, charts, different types  of shoes | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |
| **3** | 1 |  | Dressing self: factors to consider when choosing a | By the end of the sub strand, the learner should be able to;  a. Mention factors to consider in the choice of clothes and | What are the dressing needs of pre-teens/pre- Adolescents? | In groups learners share experiences on the choice  of clothes for pre- teens/pre-adolescence. | Digital devices, pictures, charts, different types  of shoes | Demonstration  , tests,  observations,  self- |  |



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|  |  |  | cloth for pre- teens | shoes for pre-teens/pre- adolescence.  b. State the types of shoes for  pre-teens/pre-adolescence.  c. Appreciate proper clothing  for a pre-teens/pre-  adolescent |  | Using digital devices, charts, pictures, learners brainstorm on the types of shoes for pre-teen/pre- adolescence |  | assessment, checklist, portfolio |  |
|  | 2 |  | Dressing self:  ways of  dressing during  pre-teens | By the end of the sub strand, the learner should be able to;  a. Explain decent ways to dress during pre-teens/pre- adolescence stage.  b. Fashion show different ways to dress for a pre-teens/pre- adolescent.  c. Appreciate proper clothing  for a pre-teens/pre-  adolescent | What are the dressing needs of pre-teens/pre- adolescents? | Learners brainstorm on different factors to be considered in the choice of shoes and clothes for pre- teens/pre-adolescence through watching video clips, pictures, (comfort,  age, shape)  Learners identify  appropriate clothes and  shoes for pre-teens/pre-  adolescents  Learners fashion show  different ways of dressing  for pre-teens/ pre-  adolescents | Digital devices, pictures, charts, different types  of shoes | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |
|  | 3 |  | Dressing self: appropriate clothes and shoes for pre- teens | By the end of the sub strand, the learner should be able to;  a. Identify appropriate clothes and shoes for pre-teens/pre-  adolescents  b. State the factors to consider  in the choice of shoes and  clothes for pre-teens/ pre-  adolescents  c. Appreciate proper clothing  for a pre-teens/pre-  adolescent | What are the dressing needs of pre-teens/pre- adolescents? | Learners brainstorm on different factors to be considered in the choice of shoes and clothes for pre- teens/pre-adolescence through watching video clips, pictures, (comfort,  age, shape)  Learners identify  appropriate clothes and  shoes for pre-teens/pre-  adolescents  Learners fashion show  different ways of dressing  for pre-teens/ pre-  adolescents | Digital devices, pictures, charts, different types  of shoes | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |



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| **4** | 1 |  | Dressing self: appropriate clothes and shoes for pre- teens | By the end of the sub strand, the learner should be able to;  a. Identify appropriate clothes  and shoes for pre-teens/pre-  adolescents  b. Fashion show different ways  to dress for a pre-teens/pre-  adolescent.  c. Appreciate proper clothing  for a pre-teens/pre-  adolescent | What are the dressing needs of pre-teens/pre- adolescents? | Learners brainstorm on different factors to be considered in the choice of shoes and clothes for pre- teens/pre-adolescence through watching video clips, pictures, (comfort,  age, shape)  Learners identify  appropriate clothes and  shoes for pre-teens/pre-  adolescents  Learners fashion show  different ways of dressing  for pre-teens/ pre-  adolescents | Digital devices, pictures, charts, different types  of shoes | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |
|  | 2 |  | Time management: importance of time | By the end of the sub strand, the learner should be able to;  a. Explain the importance of using time well in their daily life  b. Name the factors that may  lead to time wastage in day-  to-day life  c. Appreciate the importance of  time management for well  being of self and others. | How do you spend time at home? | In groups learners discuss the importance of using time well in daily life.  Learners to share experience on how to spend their time well | Pictures, storybooks, video clips | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |
|  | 3 |  | Time management: positive leisure activities | By the end of the sub strand, the learner should be able to;  a. Identify positive leisure activities for healthy living  b. Prepare a plan on how to  spend time in their daily life  c. Appreciate the importance of  time management for  wellbeing of self and others. | How do you spend time at home? | In groups learners identify positive leisure activities  for healthy living  Learners prepare a plan on  how to spend time in their  daily life  NOTE: Teachers to  emphasize on the positive  effects of media | Pictures, storybooks, video clips | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |
| **5** | 1 |  | Time management: | By the end of the sub strand, the learner should be able to; | How do you spend time at home? | In groups learners identify effects of time wastage | Pictures, storybooks, video clips | Demonstration  , tests,  observations, |  |



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|  |  |  | effects of time wastage | a. Identify the effects of wasting time in their daily life  b. Prepare a plan on how to  spend time in their daily life  c. Appreciate the importance of  time management for  wellbeing of self and others. |  | Learners share experience on activities that can lead  to time wastage(  uncontrolled media  influence, disorganization)  Learners prepare a plan on  how to spend time in their  daily life |  | self- assessment, checklist, portfolio |  |
|  | 2 |  | Surfaces found in the home | By the end of the sub strand, the learner should be able to;  a. Identify surface made from different materials in the home  b. Outline the various  procedures used to clean  different surfaces in the home  for healthy living  c. Appreciate a clean home to  promote healthy living | How do you clean surfaces made  from different  materials at home? | In groups learners share experiences on surfaces made from different materials in the home  In groups learners discuss procedures for cleaning different surfaces | Glass windows or surfaces,  plain wood  furniture,  cemented floor,  earthen floors,  video clips | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |
|  | 3 |  | Surfaces found in the home | By the end of the sub strand, the learner should be able to;  a. Identify surface made from different materials in the home  b. Outline the various  procedures used to clean  different surfaces in the home  for healthy living  c. Appreciate a clean home to  promote healthy living | How do you clean surfaces made  from different materials at home? | In groups learners share experiences on surfaces made from different materials in the home  In groups learners discuss procedures for cleaning different surfaces | Glass windows or surfaces,  plain wood furniture, cemented floor, earthen floors, video clips | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |
| **6** | 1 |  | Surfaces found in the home | By the end of the sub strand, the learner should be able to;  a. Identify cleaning materials and tools used for cleaning different surfaces in the home for protection of the surfaces and keep away illnesses.  b. Improvise cleaning materials and tools for cleaning  different surfaces at home for healthy living and a day-to-  day healthy habit. | How do you clean surfaces made  from different materials at home? | In groups learners identify cleaning materials and  tools used for cleaning different surfaces  In groups learners make different cleaning materials and tools for  cleaning different surfaces | Glass windows or surfaces,  plain wood furniture, cemented floor, earthen floors, video clips | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |



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|  |  |  |  | c. Appreciate a clean home to promote healthy living |  |  |  |  |  |
|  | 2 |  | Surfaces found in the home | By the end of the sub strand, the learner should be able to;  a. Identify cleaning materials  and tools used for cleaning  different surfaces in the home  for protection of the surfaces  and keep away illnesses.  b. Improvise cleaning materials  and tools for cleaning  different surfaces at home for  healthy living and a day-to-  day healthy habit.  c. Appreciate a clean home to  promote healthy living | How do you clean surfaces made  from different  materials at home? | In groups learners identify cleaning materials and  tools used for cleaning  different surfaces  In groups learners make  different cleaning  materials and tools for  cleaning different surfaces | Glass windows or surfaces,  plain wood  furniture,  cemented floor,  earthen floors,  video clips | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |
|  | 3 |  | Surfaces found in the home | By the end of the sub strand, the learner should be able to;  a. Identify cleaning materials and tools used for cleaning different surfaces in the home for protection of the surfaces and keep away illnesses.  b. Improvise cleaning materials  and tools for cleaning  different surfaces at home  for healthy living and a day-  to-day healthy habit.  c. Appreciate a clean home to  promote healthy living | How do you clean surfaces made  from different materials at home? | In groups learners identify cleaning materials and  tools used for cleaning different surfaces  In groups learners make different cleaning materials and tools for  cleaning different surfaces | Glass windows or surfaces,  plain wood furniture, cemented floor, earthen floors, video clips | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |
| **7** | 1 |  | Surfaces found in the home | By the end of the sub strand, the learner should be able to;  a. Practice cleaning different surfaces at home as a healthy day to day practice  b. Observe safety measure  when cleaning different  surfaces at home  c. Appreciate a clean home to  promote healthy living | How do you clean surfaces made  from different materials at home? | In groups learners’ clean different surfaces available in the school and record in  a journal  In groups learners practice  safety precautions while  cleaning different surfaces | Glass windows or surfaces,  plain wood furniture, cemented floor, earthen floors, video clips | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |



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|  | 2 |  | Surfaces found in the home | By the end of the sub strand, the learner should be able to;  a. Practice cleaning different  surfaces at home as a  healthy day to day practice  b. Observe safety measure  when cleaning different  surfaces at home  c. Appreciate a clean home to  promote healthy living | How do you clean surfaces made  from different  materials at home? | In groups learners’ clean different surfaces available in the school and record in  a journal  In groups learners practice  safety precautions while  cleaning different surfaces | Glass windows or surfaces,  plain wood  furniture,  cemented floor,  earthen floors,  video clips | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |
|  | 3 |  | Surfaces found in the home | By the end of the sub strand, the learner should be able to;  a. Care for cleaning materials  and tools used for cleaning  surfaces at home as a day-to-  day maintenance  b. Observe safety measure  when handling materials  c. Appreciate a clean home to  promote healthy living | How do you clean surfaces made  from different  materials at home? | Learners demonstrate care for the cleaning materials and tools they used for cleaning different surfaces.  In groups learners practice safety precautions while cleaning different surfaces | Glass windows or surfaces,  plain wood  furniture,  cemented floor,  earthen floors,  video clips | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |
| **8** | 1 |  | Surfaces found in the home | By the end of the sub strand, the learner should be able to;  a. Care for cleaning materials and tools used for cleaning surfaces at home as a day-to- day maintenance  b. Observe safety measure  when handling materials  c. Appreciate a clean home to  promote healthy living | How do you clean surfaces made  from different  materials at home? | Learners demonstrate care for the cleaning materials and tools they used for cleaning different surfaces.  In groups learners practice safety precautions while cleaning different surfaces | Glass windows or surfaces,  plain wood  furniture,  cemented floor,  earthen floors,  video clips | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |
|  | 2 |  | Common communicable diseases | By the end of the sub strand, the learner should be able to;  a. Explain the meaning of communicable diseases for healthy living.  b. Name the diseases in their locality  c. Appreciate importance of  preventing common  communicable diseases in  the locality. | What are the causes of communicable diseases?  How can you prevent communicable diseases in your environment? | Learners brain storm on the meaning of communicable diseases. | Pictures, charts, posters | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |



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|  | 3 |  | Common communicabl ediseases | By the end of the sub strand, the learner should be able to;  a. Identify common communicable  diseases in thelocality for easy  identificationof diseases outbreaks  b. Watch a video clip on  communicable diseases  c. Appreciate importance of  preventing common  communicable diseases in the  locality. | What are the causes of communicable diseases?  How can you prevent communicable diseases in your environment? | Learners identify common communicable diseases in the locality as follows: immunisable diseases, skin diseases, diseases transmitted through insect, respiratory diseases. | Pictures, charts, posters | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |
| **9** | 1 |  | Common communicabl ediseases | By the end of the sub strand, the learner should be able to;  a. Identify common communicable diseases in thelocality for easy  identificationof diseases outbreaks  b. Watch a video clip on  communicable diseases  c. Appreciate importance of  preventing common  communicable diseases in the  locality. | What are the causes of communicable diseases?  How can you prevent communicable diseases in your environment? | Learners identify common communicable diseases in the locality as follows: immunisable diseases, skin diseases, diseases transmitted through insect, respiratory diseases. | Pictures, charts, posters | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |
|  | 2 |  | Common communicabl ediseases | By the end of the sub strand, the learner should be able to;  a. Identify the causes of common communicable diseases as a way of supporting disease eradication  b. State health measures that  prevent common  communicable disease  c. Appreciate importance of  preventing common  communicable diseases in the  locality. | What are the causes of communicable diseases?  How can you prevent communicable diseases in your environment? | Learners discuss factors that cause common communicable diseases.  Learners practice health measures that prevent common communicable diseases from pictures, documentaries, health posters | Pictures, charts, posters | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |
|  | 3 |  | Common communicabl ediseases | By the end of the sub strand, the learner should be able to;  a. Identify the causes of  common communicable  diseases as a way of | What are the causes of communicable diseases? | Learners discuss factors that cause common communicable diseases. | Pictures, charts, posters | Demonstration  , tests,  observations,  self-  assessment, |  |



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|  |  |  |  | supporting disease eradication  b. State health measures that  prevent common  communicable disease  c. Appreciate importance of  preventing common  communicable diseases in the  locality. | How can you prevent communicable diseases in your environment? | Learners practice health measures that prevent common communicable diseases from pictures, documentaries, health posters |  | checklist, portfolio |  |
| **10** | 1 |  | Common communicable diseases | By the end of the sub strand, the learner should be able to;  a. State health measures that prevent common communicable disease  b. Practice health measures to  prevent common  communicable diseases in  their locality  c. Appreciate importance of  preventing common  communicable diseases in  the locality. | What are the causes of communicable diseases?  How can you prevent communicable diseases in your environment? | Learners discuss factors that cause common communicable diseases.  Learners practice health measures that prevent common communicable diseases from pictures, documentaries, health posters  In groups, learners use the pictures, documentaries  and health posters to guide  discussion on healthy  measures to prevent  communicable diseases | Pictures, charts, posters | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |
|  | 2 |  | Common communicable diseases | By the end of the sub strand, the learner should be able to;  a. State health measures that prevent common communicable disease  b. Practice health measures to  prevent common  communicable diseases in  their locality  c. Appreciate importance of  preventing common  communicable diseases in the  locality. | What are the causes of communicable diseases?  How can you prevent communicable diseases in your environment? | Learners discuss factors that cause common communicable diseases.  Learners practice health measures that prevent common communicable diseases from pictures, documentaries, health posters  In groups, learners use the pictures, documentaries  and health posters to guide discussion on healthy measures to prevent communicable diseases | Pictures, charts, posters | Demonstration  , tests,  observations,  self-  assessment,  checklist,  portfolio |  |

