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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 goodgrooming for pre-teen/pre-adolescence.c. Appreciate healthy habits inpre-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 inpre-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, picturesLearners 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 adaily health habitb. Discuss aspects of goodgroomingc. Appreciate healthy habits inpre-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, roleplay 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- adolescenceb. Observe safety precautionsas pre-teen/pre-adolescencewithin their environmentc. Appreciate healthy habits inpre-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, resourceperson, watching video clipLearner’s peer teach, roleplay good groomingLearners discuss safetyprecautions to observe aspre-teen/pre-adolescencewithin 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 physicalexercise as a healthy habitb. Observe safety precautions aspre-teen/pre-adolescencewithin their environmentc. Appreciate healthy habits inpre-teen/pre-adolescence | What are the changes that take place during a pre- teen/pre- adolescence stage? | In groups learners carryout daily physical exerciseas 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 acloth for pre- teens | By the end of the sub strand, the learner should be able to;a. Mention factors to consider inthe choice of clothes andshoes for pre-teens/pre-adolescence.b. State the types of shoes forpre-teens/pre-adolescence.c. Explain decent ways to dressAppreciate proper clothingfor a pre-teens/pre-adolescent | What are the dressing needs of pre-teens/pre- adolescents? | In groups learners share experiences on the choiceof clothes for pre-teens/pre-adolescence.Using digital devices,charts, pictures, learnersbrainstorm on the types ofshoes for pre-teen/pre-adolescence | Digital devices, pictures, charts, different typesof 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 choiceof clothes for pre- teens/pre-adolescence. | Digital devices, pictures, charts, different typesof 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 forpre-teens/pre-adolescence.c. Appreciate proper clothingfor 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 ofdressing duringpre-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 clothingfor 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 identifyappropriate clothes andshoes for pre-teens/pre-adolescentsLearners fashion showdifferent ways of dressingfor pre-teens/ pre-adolescents | Digital devices, pictures, charts, different typesof 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-adolescentsb. State the factors to considerin the choice of shoes andclothes for pre-teens/ pre-adolescentsc. Appreciate proper clothingfor 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 identifyappropriate clothes andshoes for pre-teens/pre-adolescentsLearners fashion showdifferent ways of dressingfor pre-teens/ pre-adolescents | Digital devices, pictures, charts, different typesof 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 clothesand shoes for pre-teens/pre-adolescentsb. Fashion show different waysto dress for a pre-teens/pre-adolescent.c. Appreciate proper clothingfor 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 identifyappropriate clothes andshoes for pre-teens/pre-adolescentsLearners fashion showdifferent ways of dressingfor pre-teens/ pre-adolescents | Digital devices, pictures, charts, different typesof 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 lifeb. Name the factors that maylead to time wastage in day-to-day lifec. Appreciate the importance oftime management for wellbeing 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 livingb. Prepare a plan on how tospend time in their daily lifec. Appreciate the importance oftime management forwellbeing of self and others. | How do you spend time at home? | In groups learners identify positive leisure activitiesfor healthy livingLearners prepare a plan onhow to spend time in theirdaily lifeNOTE: Teachers toemphasize on the positiveeffects 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 lifeb. Prepare a plan on how tospend time in their daily lifec. Appreciate the importance oftime management forwellbeing of self and others. |  | Learners share experience on activities that can leadto time wastage(uncontrolled mediainfluence, disorganization)Learners prepare a plan onhow to spend time in theirdaily 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 homeb. Outline the variousprocedures used to cleandifferent surfaces in the homefor healthy livingc. Appreciate a clean home topromote healthy living | How do you clean surfaces madefrom differentmaterials at home? | In groups learners share experiences on surfaces made from different materials in the homeIn groups learners discuss procedures for cleaning different surfaces | Glass windows or surfaces,plain woodfurniture,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 homeb. Outline the variousprocedures used to cleandifferent surfaces in the homefor healthy livingc. Appreciate a clean home topromote healthy living | How do you clean surfaces madefrom different materials at home? | In groups learners share experiences on surfaces made from different materials in the homeIn 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 cleaningdifferent surfaces at home for healthy living and a day-to-day healthy habit. | How do you clean surfaces madefrom different materials at home? | In groups learners identify cleaning materials andtools used for cleaning different surfacesIn groups learners make different cleaning materials and tools forcleaning 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 materialsand tools used for cleaningdifferent surfaces in the homefor protection of the surfacesand keep away illnesses.b. Improvise cleaning materialsand tools for cleaningdifferent surfaces at home forhealthy living and a day-to-day healthy habit.c. Appreciate a clean home topromote healthy living | How do you clean surfaces madefrom differentmaterials at home? | In groups learners identify cleaning materials andtools used for cleaningdifferent surfacesIn groups learners makedifferent cleaningmaterials and tools forcleaning different surfaces | Glass windows or surfaces,plain woodfurniture,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 materialsand tools for cleaningdifferent surfaces at homefor healthy living and a day-to-day healthy habit.c. Appreciate a clean home topromote healthy living | How do you clean surfaces madefrom different materials at home? | In groups learners identify cleaning materials andtools used for cleaning different surfacesIn groups learners make different cleaning materials and tools forcleaning 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 practiceb. Observe safety measurewhen cleaning differentsurfaces at homec. Appreciate a clean home topromote healthy living | How do you clean surfaces madefrom different materials at home? | In groups learners’ clean different surfaces available in the school and record ina journalIn groups learners practicesafety precautions whilecleaning 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 differentsurfaces at home as ahealthy day to day practiceb. Observe safety measurewhen cleaning differentsurfaces at homec. Appreciate a clean home topromote healthy living | How do you clean surfaces madefrom differentmaterials at home? | In groups learners’ clean different surfaces available in the school and record ina journalIn groups learners practicesafety precautions whilecleaning different surfaces | Glass windows or surfaces,plain woodfurniture,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 materialsand tools used for cleaningsurfaces at home as a day-to-day maintenanceb. Observe safety measurewhen handling materialsc. Appreciate a clean home topromote healthy living | How do you clean surfaces madefrom differentmaterials 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 woodfurniture,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 maintenanceb. Observe safety measurewhen handling materialsc. Appreciate a clean home topromote healthy living | How do you clean surfaces madefrom differentmaterials 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 woodfurniture,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 localityc. Appreciate importance ofpreventing commoncommunicable diseases inthe 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 communicablediseases in thelocality for easyidentificationof diseases outbreaksb. Watch a video clip oncommunicable diseasesc. Appreciate importance ofpreventing commoncommunicable diseases in thelocality. | 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 easyidentificationof diseases outbreaksb. Watch a video clip oncommunicable diseasesc. Appreciate importance ofpreventing commoncommunicable diseases in thelocality. | 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 eradicationb. State health measures thatprevent commoncommunicable diseasec. Appreciate importance ofpreventing commoncommunicable diseases in thelocality. | 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 ofcommon communicablediseases 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 eradicationb. State health measures thatprevent commoncommunicable diseasec. Appreciate importance ofpreventing commoncommunicable diseases in thelocality. | 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 diseaseb. Practice health measures toprevent commoncommunicable diseases intheir localityc. Appreciate importance ofpreventing commoncommunicable diseases inthe 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 postersIn groups, learners use the pictures, documentariesand health posters to guidediscussion on healthymeasures to preventcommunicable 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 diseaseb. Practice health measures toprevent commoncommunicable diseases intheir localityc. Appreciate importance ofpreventing commoncommunicable diseases in thelocality. | 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 postersIn groups, learners use the pictures, documentariesand health posters to guide discussion on healthy measures to prevent communicable diseases | Pictures, charts, posters | Demonstration, tests,observations,self-assessment,checklist,portfolio |  |

