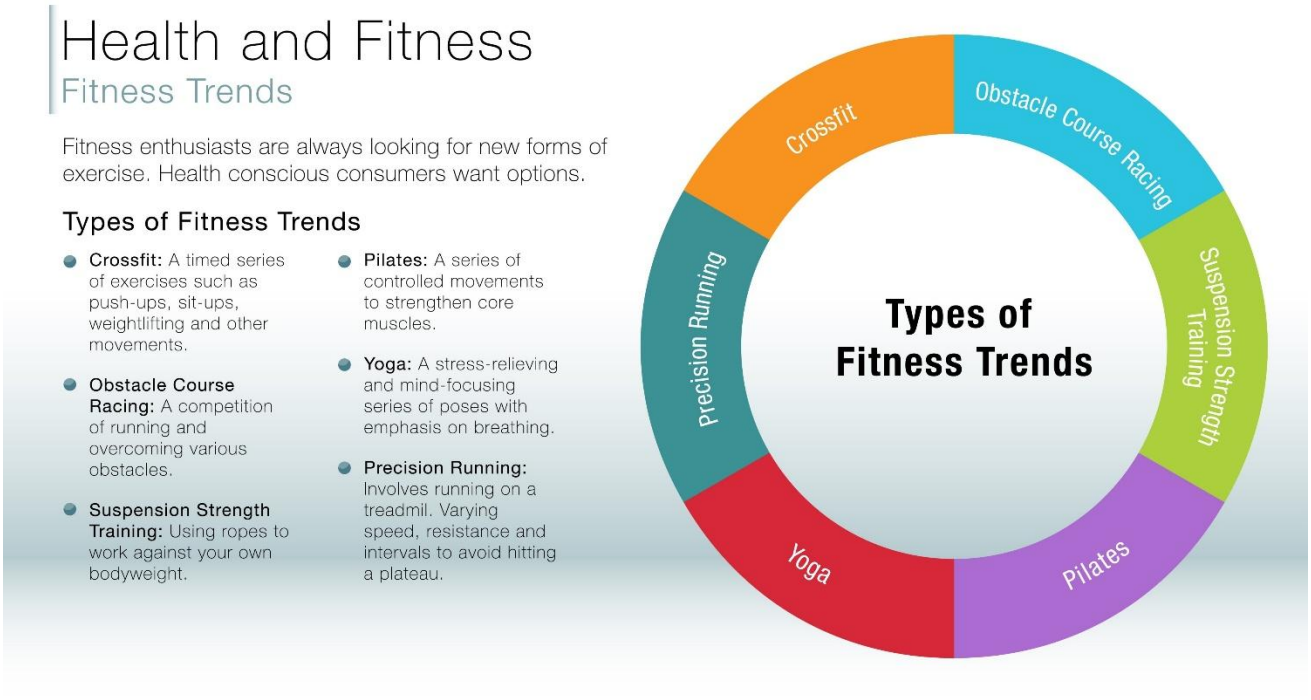
JSS 3 PHYSICAL AND HEALTH EDUCATION

FIRST TERM

Week	Topic	Content
1	**Physical Fitness & Body Conditioning**	- Benefits Derived from Physical Fitness.- Factors that Influence Physical Fitness.
2	**Recreation, Leisure and Dance Activities (Part 1)**	- Pre-Colonial/Folk Traditional Dances.- Social Dances.
3	**Recreation, Leisure and Dance Activities (Part 2)**	- Foreign & Modern Dances.- Computer Games.- Values of Computer Games.
4	**Track and Field Events**	- Pole Vault.- Javelin.
5	**Midterm Examination**	—
6	**Ball Games (Hockey) – Part 1**	- Nature of the Game.- Basic Skills and Techniques in Hockey.- Rules & Safety Regulations.
7	**Midterm Break**	—
8	**Ball Games (Hockey) – Part 2**	- Key Officials and Duties.- Facilities and Equipment.- Positions of Players.- Values/Importance of Hockey.
9	**Group/Combined Events – Part 1**	- Classification of Combined Events.- List of Various Events.- Duration of Events.
10	**Group/Combined Events – Part 2**	- Scoring System.- Facilities & Equipment.- Rules & Regulations.- Officials.- Safety Rules.
11	**Revision**	First Term Topics.
12	**Examination**	—
13	**Closing**	—

WEEK 1: PHYSICAL FITNESS & BODY CONDITIONING

1. Benefits derived from physical fitness
2. Factors that influence physical fitness



PHYSICAL FITNESS AND BODY CONDITIONING

- **Physical fitness** is the **ability of the body to perform daily tasks efficiently without undue fatigue** while maintaining energy for leisure and emergencies.
- **Body conditioning** refers to **exercises and activities aimed at improving overall health, strength, endurance, flexibility, and stamina**.
- Both are essential for maintaining a **healthy lifestyle, preventing diseases, and enhancing physical performance**.

BENEFITS DERIVED FROM PHYSICAL FITNESS

1. Physical Benefits:

- Improves **muscle strength, endurance, and flexibility**.
- Enhances **cardiovascular health** and lung capacity.
- Helps maintain **healthy body weight** and reduces obesity risk.
- Increases **coordination, balance, and agility**, reducing injury risk.

2. Mental and Emotional Benefits:

- Reduces stress, anxiety, and depression.
- Improves mood, self-esteem, and mental alertness.
- Promotes better **sleep patterns**.

3. Social Benefits:

- Encourages participation in **team sports and recreational activities**, enhancing social interaction.
- Develops **discipline, leadership, and cooperation skills**.
- Boosts confidence in public or group physical activities.

4. Health Benefits:

- Reduces risk of **chronic diseases** such as hypertension, diabetes, and heart disease.
- Strengthens **bones and joints**, preventing osteoporosis.
- Improves **immune system efficiency**, leading to fewer illnesses.

FACTORS THAT INFLUENCE PHYSICAL FITNESS

1. **Genetic Factors:**
    - Inherited traits like muscle fiber type, height, and metabolism affect fitness potential.
2. **Age:**

- Physical fitness peaks between ages 20–30; younger and older individuals may have different endurance and strength levels.

3. **Diet and Nutrition:**
    - Proper intake of carbohydrates, proteins, vitamins, and minerals is essential for energy, muscle repair, and overall fitness.
4. **Exercise Routine:**
    - Consistent and varied exercises improve cardiovascular endurance, strength, and flexibility.
5. **Health Status:**
    - Presence of chronic illness or injuries can limit physical performance.
6. **Environmental Factors:**
    - Climate, altitude, and pollution levels can affect fitness performance and endurance.
7. **Lifestyle Choices:**
    - Adequate rest, avoidance of alcohol, smoking, and stress management contribute to fitness.

EVALUATION

1. Define physical fitness and body conditioning.
2. List four physical benefits of regular exercise.
3. Explain three mental or emotional benefits of physical fitness.
4. State five factors that influence physical fitness.
5. Why is proper diet important for maintaining physical fitness?

ASSIGNMENT

1. Observe your weekly routine and identify **three activities that improve your physical fitness**. Explain how each activity benefits the body.
2. Prepare a chart showing **factors that influence physical fitness** and give examples for each.
3. Write a short paragraph (150 words) explaining **how physical fitness can improve social and emotional well-being**.

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WEEK 2: RECREATION, LEISURE AND DANCE ACTIVITIES (PART 1)

- *Pre-Colonial/Folk Traditional Dances*
- *Social Dances*



INTRODUCTION

Recreation, leisure, and dance have always been an important part of human society.

- **Recreation**: Activities people do during their free time for relaxation, fun, and enjoyment.
- **Leisure**: The free time available after completing one's daily duties (e.g., after school, work, or chores).

- **Dance**: A rhythmic movement of the body, usually to music, that expresses culture, feelings, or entertainment.

In **pre-colonial Nigeria**, dances were not only for entertainment but also for cultural, religious, and social purposes. Today, modern society still values dance, both traditional and social, as part of recreation and leisure.

PRE-COLONIAL / FOLK TRADITIONAL DANCES

These are dances that originated from communities in Nigeria and were practiced long before the coming of Europeans (colonial period).

Characteristics:

- Rooted in the culture, traditions, and beliefs of the people.
- Often performed during festivals, ceremonies, rituals, and storytelling.
- Involve costumes, masks, drums, flutes, and other local instruments.
- Passed down from one generation to another.

Examples of Traditional/Folk Dances in Nigeria:

1. **Bata Dance (Yoruba – Oyo, Osun states)** – Performed during festivals, especially in honour of Sango (god of thunder).
2. **Ekombi Dance (Efik/Ibibio – Cross River)** – A graceful dance performed by maidens to show beauty and maturity.
3. **Atilogwu Dance (Igbo – Enugu, Anambra)** – A vigorous and acrobatic dance usually performed by youths.
4. **Sharo Dance (Fulani)** – Associated with young men's initiation and bravery contests.
5. **Goge Dance (Hausa – Northern Nigeria)** – Accompanied by traditional fiddle (goge) during weddings and cultural ceremonies.

Importance of Traditional Dances:

- Promote unity and socialization.
- Serve as entertainment and relaxation.
- Preserve cultural heritage.
- Teach moral values and history of the people.
- Mark important life events (birth, marriage, harvest, initiation, death).

SOCIAL DANCES

Social dances are dances performed in modern settings for fun, relaxation, and social bonding. They are usually not tied to religious or ritual practices.

Characteristics:

- Performed in parties, clubs, weddings, and other social gatherings.
- Accompanied by modern or popular music.
- Steps are often simple and can be copied easily.
- Encourage interaction and togetherness.

Examples of Social Dances in Nigeria:

- Highlife Dance
- Afrobeat Dance
- Azonto (from Ghana, but popular in Nigeria)
- Shaku-Shaku, Zanku, Legwork (recent Nigerian urban dances)
- Hip-hop, Breakdance (influenced by Western culture)

Importance of Social Dances:

- Provide recreation and leisure.
- Help individuals express emotions and creativity.

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- Encourage exercise, fitness, and good health.
- Promote social interaction and friendships.
- Reduce stress and improve mental well-being.

EVALUATION

1. Define recreation, leisure, and dance.
2. List five examples of pre-colonial/folk traditional dances in Nigeria.
3. Mention four importance of traditional dances.
4. State three differences between traditional dances and social dances.
5. Give four examples of modern social dances in Nigeria.

ASSIGNMENT

- Write short notes on any two traditional dances and any two social dances you know.
- Compare and contrast the roles of traditional and social dances in Nigerian society.

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WEEK 3: RECREATION, LEISURE AND DANCE ACTIVITIES (PART 2)

Foreign & modern dances, computer games, values of computer games



INTRODUCTION

- Recreation and leisure activities are **planned activities** that refresh the mind, body, and soul.
- Dance and computer games are examples of **modern forms of recreation** that promote social interaction, creativity, and relaxation.
- Understanding these activities helps students **appreciate cultural diversity and technological advancements**.

FOREIGN AND MODERN DANCES

Meaning:

- **Foreign dances**: Dance styles originating from other countries.
- **Modern dances**: Contemporary dance styles that have evolved in recent times, often blending traditional and contemporary movements.

Examples of Foreign and Modern Dances:

1. Waltz, Tango, Salsa – from Europe and South America.
2. Hip-Hop, Break Dance – popular in the United States.
3. Ballet – classical European dance form.
4. Jazz and Contemporary dance styles – developed in the 20th century.

Values of Foreign and Modern Dances:

- Promote cultural exchange and understanding.
- Encourage physical fitness and flexibility.
- Develop rhythm, coordination, and balance.
- Provide entertainment and relieve stress.
- Foster creativity and self-expression.

COMPUTER GAMES

Meaning:

- Computer games are **interactive digital activities** designed for entertainment, learning, or skill development.
- They can be played on computers, gaming consoles, or mobile devices.

Examples of Computer Games:

- Educational games (e.g., typing tutors, math games).
- Sports simulation games (e.g., FIFA, NBA2K).
- Adventure and strategy games (e.g., Minecraft, Age of Empires).
- Puzzle games (e.g., Sudoku, Tetris).

VALUES OF COMPUTER GAMES

1. **Educational Value**
    - Enhance problem-solving skills, critical thinking, and creativity.
2. **Physical Benefits**
    - Improve hand-eye coordination and reaction time in interactive games.
3. **Social Interaction**
    - Multiplayer games encourage teamwork, communication, and collaboration.
4. **Stress Relief**
    - Provide relaxation and recreation after academic or physical work.
5. **Cognitive Development**
    - Boost memory, attention, planning, and strategy formulation.

Note: While computer games have benefits, excessive play can lead to **eye strain, poor posture, reduced physical activity, and addiction**. Balance and moderation are essential.

EVALUATION

1. Define foreign and modern dances.
2. List four examples of foreign or modern dances.

3. State three values of dance activities.
4. Mention two examples of computer games.
5. Explain two educational values of computer games.

ASSIGNMENT

1. Discuss five ways foreign and modern dances promote cultural understanding.
2. Identify three computer games you play or know, and explain the skills each helps to develop.
3. Explain the importance of balancing computer games with other recreational activities.

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WEEK 4: TRACK AND FIELD EVENTS

- *Pole Vault*
- *Javelin*



POLE VAULT

- **Definition:** Pole vault is a track and field event where an athlete uses a **long, flexible pole to jump over a high bar**.
- **Objective:** Clear the highest possible height without dislodging the bar.

Techniques and Procedure:

1. **Approach Run:** Sprint towards the vault box while holding the pole.
2. **Plant and Take-Off:** Place the pole into the box and jump off the ground.
3. **Swing-Up and Extension:** Swing the body upwards while extending the arms.
4. **Clearance:** Arch the body over the bar carefully to avoid knocking it down.
5. **Landing:** Land safely on the mat with minimal risk of injury.

Equipment:

- Vaulting pole (made of fiberglass or carbon fiber).
- Crossbar.
- Landing mat.
- Appropriate athletic shoes.

Importance:

- Improves **strength, speed, agility, and coordination**.
- Encourages **discipline, focus, and goal-setting**.

JAVELIN

- **Definition:** Javelin is a track and field event where an athlete **throws a spear-like implement as far as possible**.
- **Objective:** Achieve the **longest throw** within the designated area.

Techniques and Procedure:

1. **Grip:** Hold the javelin near its center of gravity.
2. **Run-Up:** Sprint within the designated runway to gain momentum.
3. **Throw:** Use the shoulder and arm strength to propel the javelin forward at the correct angle (usually 30°–36°).

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4. **Follow-Through:** Allow the body to complete the motion for balance and safety.

Equipment:

- Javelin (lightweight, aerodynamic).
- Marked runway and throwing sector.
- Proper footwear for traction.

Importance:

- Develops **upper body strength, coordination, and precision**.
- Promotes **competitive spirit and athletic skills**.

SAFETY MEASURES

- Always **check equipment** for damage before use.
- Ensure the **landing area or throwing sector is clear of people**.
- Warm-up and stretch properly before participating.
- Follow **rules and instructions carefully** to prevent injuries.

EVALUATION

1. Define pole vault and javelin.
2. List the main steps in performing a pole vault.
3. Mention two techniques used in javelin throwing.
4. State three safety precautions for track and field events.
5. Explain the importance of pole vault and javelin in physical development.

ASSIGNMENT

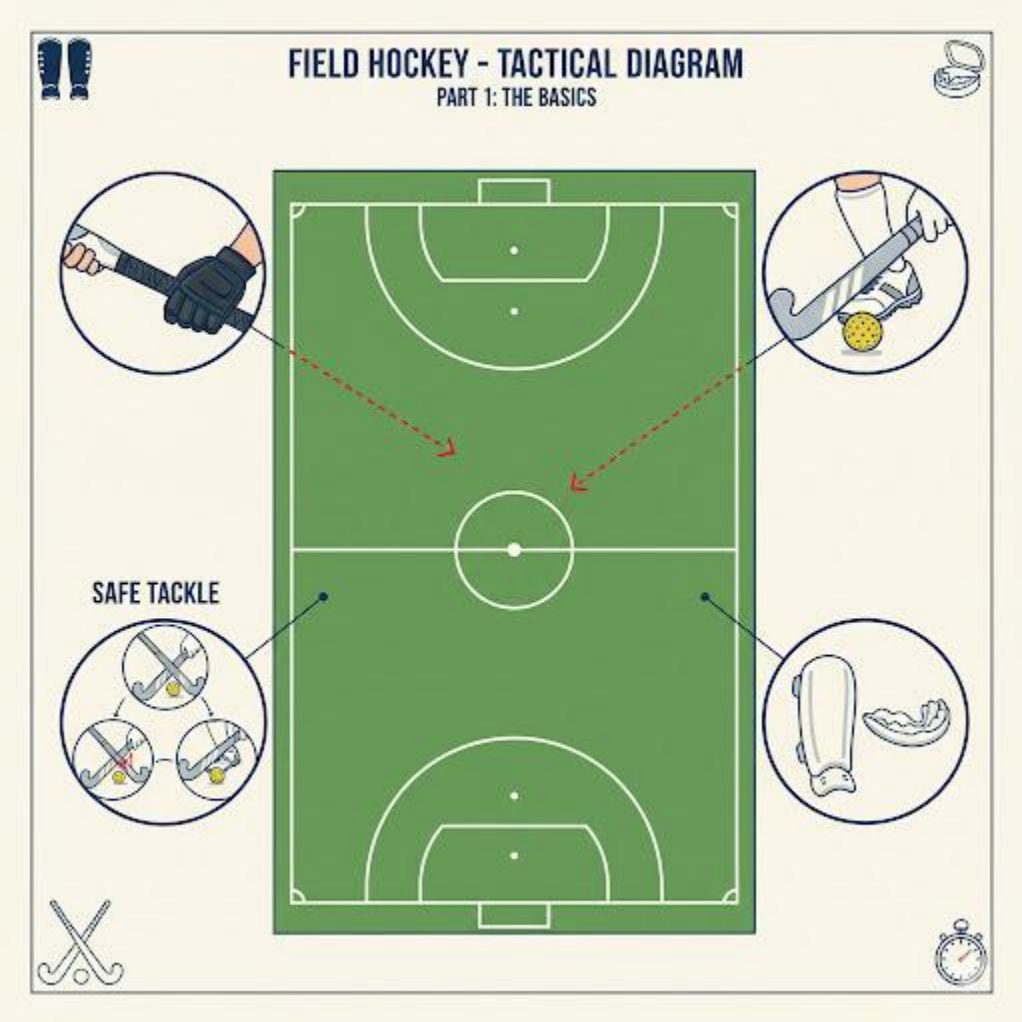
1. Draw a **diagram showing the correct pole vault procedure** with labels.

2. Prepare a **step-by-step guide for throwing a javelin** correctly.
3. Write a short essay: “The Role of Track and Field Events in Physical Fitness and Discipline.”

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WEEK 6: BALL GAMES (HOCKEY) – PART 1

Nature of the game, basic skills and techniques in hockey, rules & safety regulations



INTRODUCTION

Hockey is one of the most popular **ball-and-stick games** in the world. It is a team sport played between two sides, each trying to score goals by hitting a small, hard ball into the opponent's goalpost using a specially designed stick called a **hockey stick**. The game requires speed, endurance, coordination, and teamwork.

There are different forms of hockey – field hockey, ice hockey, and roller hockey – but in schools and in Nigeria, the main focus is **field hockey**, which is usually played on a grass or artificial turf field.

NATURE OF THE GAME

- **Team Structure:** Hockey is played between two teams of **11 players each** (10 field players and 1 goalkeeper).
- **Duration:** The standard game is played in **two halves of 35 minutes each** with a short interval in between. In schools, the duration may be shorter depending on the level of play.
- **Objective:** Each team tries to score goals by putting the ball into the opponent's goal using the curved side of the hockey stick.
- **Playing Area:** The field is rectangular, measuring about **100 yards long and 60 yards wide**, with goalposts at each end.
- **Equipment:** Players use **hockey sticks, hockey balls, shin guards, mouth guards, and goalkeepers wear protective gear**.

BASIC SKILLS AND TECHNIQUES IN HOCKEY

To play hockey effectively, players must learn and master some basic skills:

1. **Grip and Stance**
    - Players must hold the stick correctly: the left hand at the top of the stick and the right hand lower down.
    - Proper stance involves bending slightly at the knees, keeping eyes on the ball, and being ready to move.
2. **Dribbling**
    - This is the act of controlling and moving the ball while running with it.

- Dribbling allows players to move past opponents and advance towards the opponent's goal.

3. **Passing**
    - A player pushes or hits the ball to a teammate.
    - Accurate passing is very important for teamwork and maintaining possession.
4. **Receiving/Stopping the Ball**
    - The ability to control and stop a moving ball with the stick.
    - This skill prevents loss of possession and helps to prepare for the next move.
5. **Hitting**
    - A powerful stroke to send the ball over a long distance.
    - Useful for attacking and defensive play.
6. **Shooting**
    - The action of striking the ball towards the opponent's goal to score.
    - Usually done with speed and accuracy inside the striking circle.
7. **Tackling**
    - A defensive skill used to stop an opponent from advancing with the ball.
    - Includes block tackle and jab tackle.

RULES OF HOCKEY

Some basic rules every player must follow include:

1. **Use of Stick:** Only the flat side of the stick may be used to hit the ball.
2. **No Feet Rule:** Players must not intentionally use their feet or body to control the ball (except the goalkeeper inside the D).

3. **Obstruction:** A player must not block an opponent from playing the ball with their stick or body.
4. **Scoring Rule:** A goal can only be scored from inside the striking circle (the D).
5. **Restart of Play:** Play is restarted with a push or hit from the spot where the foul occurred.
6. **Penalty Corners and Strokes:** Awarded when a defending team commits a foul inside their circle.

SAFETY REGULATIONS IN HOCKEY

Because hockey is a fast-paced and contact-prone game, safety precautions must be strictly followed:

- Players should always wear shin guards, mouth guards, and appropriate shoes.
- Goalkeepers must wear helmets, pads, gloves, and chest protectors.
- Sticks must be used properly to avoid hitting other players.
- Dangerous play, like lifting the stick too high or striking wildly, must be avoided.
- The field must be free of stones, holes, or any dangerous objects.
- Warm-up and stretching before the game are compulsory to prevent injuries.
- Players should always obey the referee's whistle and decisions.

IMPORTANCE OF HOCKEY

- Promotes teamwork and cooperation.
- Helps in building physical fitness, speed, and agility.
- Develops hand-eye coordination and balance.
- Encourages discipline and fair play through strict rules.

- Provides recreational value and can lead to career opportunities in sports.

SUMMARY

- Hockey is a **team sport** played with sticks and a ball between two teams of 11 players.
- The main objective is to score goals by hitting the ball into the opponent's goalpost.
- Basic skills include **dribbling, passing, receiving, hitting, tackling, and shooting**.
- Rules guide how the game is played, while **safety regulations** protect players from injuries.

EVALUATION

1. Describe the nature of the game of hockey.
2. List and explain five basic skills in hockey.
3. State three rules of the game of hockey.
4. Mention four safety precautions in hockey.
5. Why is hockey important as a sport?

ASSIGNMENT

1. Draw a labelled diagram of a standard hockey field.
2. Write short notes on:
   a. Dribbling in hockey
   b. Tackling in hockey
   c. Shooting in hockey

WEEK 8: BALL GAMES (HOCKEY) – PART 2

- *Key Officials and Duties*
- *Facilities and Equipment*
- *Positions of Players*
- *Values/Importance of Hockey*



KEY OFFICIALS AND DUTIES

In hockey, several officials ensure the **game is played fairly, safely, and according to the rules**:

1. **Referee:**

- Main official controlling the game.
- Enforces rules, awards fouls, and keeps time.
- Ensures fair play.

2. **Umpires:**
    - Assist the referee on opposite sides of the field.
    - Observe infringements and report to the referee.
3. **Scorers/Timekeepers:**
    - Record goals scored.
    - Keep track of playing time.
4. **Linesmen/Assistant Umpires:**
    - Monitor sideline ball play.
    - Signal when the ball goes out of play or for offside rules (where applicable).

FACILITIES AND EQUIPMENT

Facilities Required:

- Hockey pitch (field) – standard dimensions with marked boundaries.
- Goalposts and nets at each end of the pitch.
- Spectator areas (optional for school games).

Equipment Required:

- Hockey sticks – made of wood, composite, or plastic.
- Hockey ball – hard, smooth, and spherical.
- Protective gear – shin guards, gloves, mouth guards, and goalkeeper helmet.
- Appropriate sports attire – jersey, shorts, socks, and shoes.

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POSITIONS OF PLAYERS

Hockey teams have **eleven players**, including the goalkeeper. Key positions include:

1. **Goalkeeper:** Defends the goal and prevents the ball from entering the net.
2. **Defenders (Fullbacks):** Protect the defensive zone and support the goalkeeper.
3. **Midfielders (Halfbacks):** Link defense and attack; distribute the ball.
4. **Forwards (Attackers):** Primary role is to score goals and create scoring opportunities.

Notes on Positioning:

- Players must **maintain formation** during play.
- Positions can rotate depending on the game situation.
- Understanding roles helps in **team coordination**.

VALUES/IMPORTANCE OF HOCKEY

Playing hockey provides **physical, social, and mental benefits**, including:

- **Physical Fitness:** Enhances strength, speed, endurance, and hand-eye coordination.
- **Teamwork and Cooperation:** Encourages collaboration and communication among team members.
- **Discipline:** Teaches respect for rules and authority.
- **Mental Development:** Improves concentration, decision-making, and strategic thinking.
- **Social Interaction:** Promotes friendship, sportsmanship, and fair play.
- **Health Benefits:** Improves cardiovascular health, muscle tone, and overall well-being.

EVALUATION:

1. List four key officials in a hockey game and state one duty for each.
2. Mention three essential facilities and three pieces of equipment for hockey.
3. Name the four main positions of hockey players and their roles.
4. State four values or importance of playing hockey.

ASSIGNMENT:

1. Draw a labelled hockey field showing **player positions, goalposts, and boundaries**.
2. Write a short essay (150 words) on the importance of teamwork in hockey.
3. Research and list **two international hockey tournaments** and the countries that participate.

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WEEK 9: GROUP/COMBINED EVENTS (PART 1)

- *Classification of Combined Events*
- *List of Various Events*
- *Duration of Events*



INTRODUCTION

In athletics, some competitions test athletes' **all-round ability** rather than skill in just one event. These are called **combined events**. They involve a combination of different athletic activities (running, jumping, and throwing) performed by the same athlete. The overall performance is

calculated by awarding points for each event, and the athlete with the highest total points is declared the winner.

Combined events are also called **multi-events** and they require stamina, versatility, speed, strength, and endurance.

CLASSIFICATION OF COMBINED EVENTS

Combined events are classified into different categories based on:

1. **Gender** – Some events are designed for men while others are for women.
2. **Number of Events** – The name of the competition depends on the number of events involved.
    - **Pentathlon** – 5 events.
    - **Heptathlon** – 7 events.
    - **Decathlon** – 10 events.
    - **Triathlon** – 3 events (not common in track and field but common in modern sports: swimming, cycling, running).
    - **Tetrathlon** – 4 events.
3. **Indoor vs Outdoor Competitions** – Depending on the type of stadium and facilities.

LIST OF VARIOUS COMBINED EVENTS

1. Decathlon (Men) – 10 Events

Usually held over **two days**.

- **Day 1**:
    1. 100 metres race
    2. Long jump

3. Shot put
4. High jump
5. 400 metres race

- **Day 2**:

6. 110 metres hurdles
7. Discus throw
8. Pole vault
9. Javelin throw
10. 1500 metres race

2. Heptathlon (Women) – 7 Events

Held over **two days**.

- **Day 1**:

1. 100 metres hurdles
2. High jump
3. Shot put
4. 200 metres race

- **Day 2**:

5. Long jump
6. Javelin throw
7. 800 metres race

3. Pentathlon – 5 Events

- Traditional women's event before the heptathlon was introduced.
- Example: 200m race, 800m race, long jump, shot put, javelin throw.

4. Triathlon – 3 Events

- Not traditional in athletics but popular in modern sports.

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- Includes: Swimming, Cycling, and Running.

5. Tetrathlon – 4 Events

- Example: Long jump, shot put, 200m race, 1500m race.

DURATION OF EVENTS

- Combined events are **not completed in one day** because of the physical demand on athletes.
- They are usually spread over **two days** to allow recovery and fair competition.
- Each event is timed, scored, and athletes are awarded points based on performance using the **International Association of Athletics Federations (IAAF) scoring tables**.
- Example: A fast time in the 100m gives high points; a poor jump gives lower points. The total determines the winner.

IMPORTANCE OF COMBINED EVENTS

1. They test the **all-round ability** of athletes.
2. They promote **endurance, speed, strength, and agility**.
3. They encourage **versatility** in athletics.
4. They provide entertainment and excitement in competitions.

EVALUATION

1. Define combined events in athletics.
2. State three classifications of combined events.
3. List the ten events in the men's decathlon.

4. Mention the seven events in the women's heptathlon.
5. Why are combined events spread over two days?

ASSIGNMENT

1. Differentiate between decathlon and heptathlon.
2. Write short notes on:
   a) Pentathlon
   b) Triathlon
   c) Tetrathlon

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WEEK 10: GROUP/COMBINED EVENTS – PART 2

Scoring system, facilities & equipment, rules & regulations, officials, safety rules



INTRODUCTION

In athletics, **combined events** are competitions where an athlete participates in a set of different track and field events, and their performances are combined to determine the overall winner. Instead of competing in a single event like 100m or long jump, athletes compete across a variety of running, jumping, and throwing events.

For men, the most popular combined event is the **Decathlon** (10 events), while for women it is the **Heptathlon** (7 events). At the junior and school levels, there are also **Pentathlons (5 events)** and **Triathlons (3 events)**.

Combined events are designed to test the **all-round ability** of an athlete — their speed, strength, stamina, coordination, and endurance.

SCORING SYSTEM

- In combined events, athletes' performances are not judged by their finishing position but by a **point system**.
- Each performance in an event (e.g., time in a race, distance in a jump or throw) corresponds to a certain number of points based on standard scoring tables developed by the International Association of Athletics Federations (**IAAF**, now **World Athletics**).
- The points from each event are **added together**, and the athlete with the **highest total score** wins.
- Example: In a decathlon, if an athlete scores 850 points in 100m, 700 in long jump, 600 in shot put, etc., all the scores are added to determine his overall position.
- This system ensures fairness because it balances performances across different types of events.

FACILITIES & EQUIPMENT

Combined events require the facilities and equipment of all the track and field events involved:

1. **Track Facilities:**
    - Standard 400m oval track with lanes for sprints, hurdles, and middle-distance races.
    - Starting blocks for short sprints and hurdles.

2. **Field Facilities:**
    - Long jump and triple jump pits with take-off boards.
    - High jump and pole vault uprights with crossbars and landing mats.
    - Shot put circles, discus circles, and javelin runways.
3. **Equipment:**
    - Implements such as shot puts, javelins, and discuses.
    - Crossbars, hurdles, measuring tapes, and stopwatches.
    - Officials' tools: flags, whistles, score sheets, and timing devices.

RULES & REGULATIONS

- Athletes must compete in **all the scheduled events**. Failure to take part in any event means disqualification.
- Events are held in a fixed order, and athletes are given a specified time to report for each event.
- Performances are measured according to the **rules of each individual event**.
- Only the **best performance** in each event counts towards the score.
- Athletes are allowed a limited number of trials in field events (usually three).
- Time limits must be observed (e.g., in field events, once called, an athlete must attempt within 30 seconds).
- The athlete with the **highest accumulated points** at the end is declared the winner.

OFFICIALS IN COMBINED EVENTS

Since combined events involve both track and field events, officials from different areas are required:

1. **Track Officials**
    - **Starter** – starts the races.
    - **Timekeepers** – record times of races.
    - **Umpires** – ensure athletes run within their lanes and follow rules.
    - **Finish Judges** – determine order of finishing.
2. **Field Officials**
    - **Referees** – overall in charge, ensures fair play.
    - **Judges/Measurers** – measure throws and jumps, check fouls.
    - **Recorders** – keep official scores.
    - **Announcers** – update athletes and spectators.
3. **Combined Events Officials**
    - **Chief Judge/Coordinator** – coordinates all events, ensures correct scoring system is applied.

SAFETY RULES

Safety is very important in combined events since they involve running, jumping, and throwing:

1. **Warm-Up and Cool-Down:** Athletes must warm up before and cool down after events to prevent injuries.
2. **Use of Proper Gear:** Athletes must wear appropriate shoes and clothing for each event.
3. **Safe Handling of Implements:** Implements such as javelins, discuses, and shot puts should be handled carefully and thrown only when the area is clear.
4. **Landing Areas:** High jump and pole vault mats must be properly positioned and in good condition.
5. **Track Discipline:** Athletes must remain in their lanes and not obstruct others.

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6. **Supervision:** All events should be conducted under the supervision of qualified officials to prevent accidents.
7. **Health Considerations:** Athletes showing signs of fatigue, injury, or illness should be withdrawn from competition.

SUMMARY

- Combined events test an athlete's overall ability in track and field competitions.
- Scoring is done by a **points system**, and the highest total wins.
- Facilities include **track lanes, jumping pits, throwing circles, and all necessary implements**.
- Rules ensure that athletes participate in all events fairly and according to standard regulations.
- Officials include referees, timekeepers, judges, measurers, and recorders.
- Safety rules must be strictly observed to prevent injuries.

EVALUATION

1. Explain how scoring is done in combined events.
2. List five facilities or equipment used in combined events.
3. Mention four rules of combined events.
4. Identify at least four officials in combined events and state their duties.
5. State three safety precautions in combined events.

ASSIGNMENT

1. Draw and label a standard 400m athletics track showing areas for at least four field events.
2. Write short notes on:
   a. Decathlon
   b. Heptathlon
   c. Pentathlon

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JSS 3 PHYSICAL AND HEALTH EDUCATION

SECOND TERM

Week	Topic	Content
1	**Nigerian Sports Heroes – Part 1**	- Career Guidance in Physical Education.- Past & Present Sports Heroes and their Contributions.
2	**Nigerian Sports Heroes – Part 2**	- Professionals in Physical Education in Nigeria.
3	**Contact Games – Taekwondo**	- Nature & History of Taekwondo.- Basic Skills & Techniques.- Importance.- Safety Rules & Regulations.
4	**Contact Games – Boxing**	- Nature & History of Boxing.- Basic Skills.- Safety Rules & Regulations.
5	**Midterm Examination**	—
6	**Non-contact Games – Part 1**	- Basic Strokes and Styles in Swimming.
7	**Midterm Break**	—
8	**Non-contact Games – Part 2**	- Gymnastics.- Classifications of Floor Activities.- Safety Rules and Regulations.
9	**Personal, School & Community Health I – Part 1**	- Types of Families.- Duties of Family Members.- Puberty in Boys & Girls.
10	**Personal, School & Community Health I – Part 2**	- Teenage Pregnancy & Consequences.- Assertiveness & Communication Skills.- Agencies Promoting Health Education in Nigeria.
11	**Revision**	Second Term Topics.
12	**Examination**	—
13	**Closing**	—

WEEK 1: NIGERIAN SPORTS HEROES – PART 1

1. *Career guidance in Physical Education*
2. *Past and present sports heroes and their contributions*



CAREER GUIDANCE IN PHYSICAL EDUCATION

- Physical Education (PE) offers numerous career opportunities for students with interest, talent, and dedication in sports and health-related fields.
- **Career paths include:**
    1. **Professional Athlete:** Competing in local, national, or international sports events.

2. **Sports Coach/Trainer:** Training teams or individuals to improve performance.
3. **Physical Education Teacher:** Teaching PE in schools and promoting healthy lifestyles.
4. **Sports Physiotherapist:** Providing treatment and rehabilitation to injured athletes.
5. **Fitness Instructor/Personal Trainer:** Guiding individuals in exercise, nutrition, and wellness.
6. **Sports Journalist/Commentator:** Reporting or analyzing sports events.
7. **Referee/Umpire:** Officiating sports competitions.
8. **Sports Psychologist:** Supporting athletes' mental preparation and stress management.

- Career guidance encourages students to **develop discipline, commitment, and sportsmanship** to succeed in these fields.

PAST AND PRESENT SPORTS HEROES AND THEIR CONTRIBUTIONS

Past Nigerian Sports Heroes:

1. **Chioma Ajunwa** – First Nigerian to win Olympic gold in long jump (1996).
2. **Segun Toriola** – Renowned table tennis player with multiple African championship titles.
3. **Anthony Okonkwo (Boxer)** – Represented Nigeria internationally in boxing competitions.
4. **Sunday Bada** – Track and field sprinter, multiple African Games medalist.

Present Nigerian Sports Heroes:

1. **Blessing Okagbare** – Track and field athlete, Olympic finalist and African record holder.
2. **Asisat Oshoala** – International footballer, multiple African Women's Footballer of the Year.

3. **Kelechi Iheanacho** – Professional footballer, representing Nigeria and European clubs.
4. **Ngozi Okobi** – Nigerian female footballer and role model for aspiring athletes.

Contributions of Sports Heroes:

- **Inspiration:** Motivate young Nigerians to pursue sports and healthy lifestyles.
- **National Pride:** Achievements bring recognition and honor to Nigeria globally.
- **Role Models:** Demonstrate discipline, perseverance, and commitment.
- **Career Pathways:** Show students that talent in sports can lead to professional careers.
- **Social Development:** Participation in sports encourages teamwork, leadership, and social cohesion.

EVALUATION

1. Define career guidance in Physical Education.
2. List four career opportunities in Physical Education.
3. Name three past and three present Nigerian sports heroes.
4. Explain two contributions of sports heroes to society.
5. Why is it important for students to have sports role models?

ASSIGNMENT

1. Write a short essay (200 words) about a Nigerian sports hero of your choice and their contributions.
2. Prepare a chart showing **career opportunities in Physical Education** with brief descriptions.
3. Interview a local athlete or coach and report on how they became successful in their sports career.

WEEK 2: NIGERIAN SPORTS HEROES – PART 2

- *Professionals in Physical Education in Nigeria*



INTRODUCTION

Physical Education (P.E.) is the systematic instruction in sports, exercise, fitness, and health. It plays a vital role in developing not only physical fitness but also discipline, cooperation, and leadership among students and athletes. Nigeria has produced several professionals in Physical Education who have contributed significantly to sports development, research, teaching, and administration in the country.

WHO IS A PROFESSIONAL IN PHYSICAL EDUCATION?

A **Professional in Physical Education** is a trained individual who has specialized knowledge and skills in areas such as:

- Sports science
- Exercise physiology
- Coaching and officiating
- Recreation and leisure studies
- Health and fitness promotion
- Sports management and administration

They undergo formal education, usually in universities and colleges of education, where they study Human Kinetics, Health Education, or Physical Education.

ROLES OF PROFESSIONALS IN PHYSICAL EDUCATION

Professionals in Physical Education serve the nation in many areas:

1. **Teaching and Coaching**
    - Train students in schools, colleges, and universities.
    - Coach athletes and sports teams in various disciplines.
2. **Sports Administration and Management**
    - Serve as directors of sports, sports consultants, and administrators in ministries and agencies.
    - Organize sports competitions and tournaments.
3. **Health and Fitness Promotion**
    - Encourage active lifestyles and exercise to prevent lifestyle diseases (e.g., obesity, diabetes, hypertension).

- Work as fitness instructors in gyms and recreational centers.

4. **Research and Development**
    - Conduct scientific studies on human performance, sports injuries, nutrition, and rehabilitation.
    - Help improve training methods and facilities.
5. **Officiating and Regulation**
    - Serve as referees, umpires, and judges in different sports.
    - Ensure fairness and uphold rules during competitions.

EXAMPLES OF PROFESSIONALS IN PHYSICAL EDUCATION IN NIGERIA

Some Nigerian professionals have contributed to the growth of Physical Education and sports:

- **Prof. Isaac Akioye** – One of the earliest Nigerian professors in Physical Education; contributed to sports development at the University of Ibadan.
- **Prof. Olufemi Adegbesan** – An authority in sports psychology and human kinetics.
- **Dr. Bola Ajibola** – Noted for contributions in athletics development and sports education.
- **Prof. Uche Eke** – Renowned in sports management and coaching.
- **Sports Administrators** with P.E. background like *Dr. Amos Adamu* (former CAF and FIFA official).

IMPORTANCE OF PROFESSIONALS IN PHYSICAL EDUCATION

- Develop grassroots sports and discover young talents.
- Train competent athletes who represent Nigeria internationally.
- Reduce unemployment by creating opportunities in sports and fitness.

- Improve the overall health and wellness of citizens.
- Contribute to national pride and unity through sports development.

EVALUATION

1. Who is a professional in Physical Education?
2. State four roles of professionals in Physical Education in Nigeria.
3. Mention three Nigerian professionals who have contributed to the development of sports.
4. Explain two ways Physical Education professionals promote health in society.
5. Differentiate between a sports hero and a Physical Education professional.

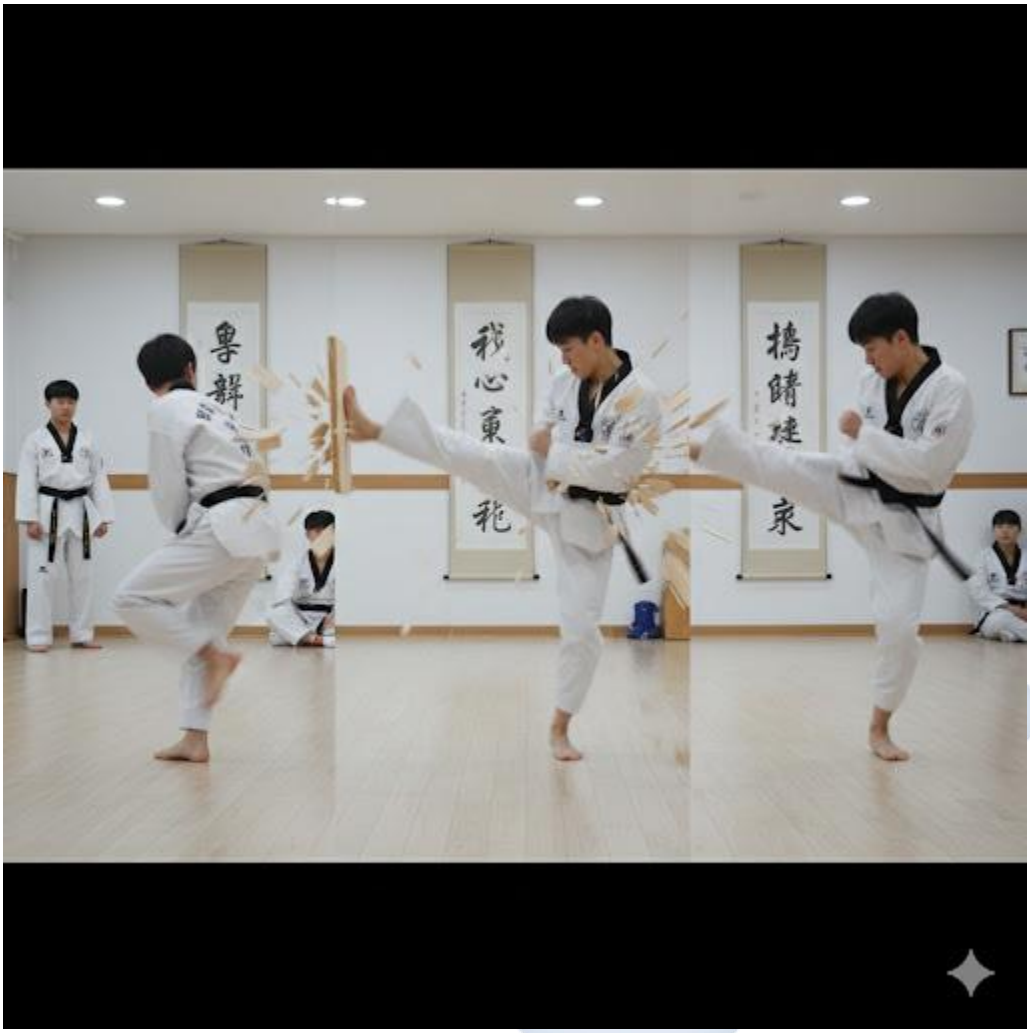
ASSIGNMENT

- Write a short note on the contributions of any **one Nigerian Physical Education professional** to sports development.

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WEEK 3: CONTACT GAMES – TAEKWONDO

Nature & history of taekwondo, basic skills & techniques, importance, safety rules & regulations



INTRODUCTION

- Taekwondo is a **Korean martial art** known for its emphasis on **kicking, punching, and self-defense techniques**.
- It is both a **sport and a discipline**, promoting physical fitness, mental alertness, and character development.
- Taekwondo is recognized globally and is included in the **Olympic Games**.

NATURE AND HISTORY OF TAEKWONDO

Nature of Taekwondo:

- A martial art focused on **striking, kicking, and defensive moves**.
- Promotes discipline, self-control, and confidence.
- Can be practiced for **self-defense, competition, or recreation**.

History of Taekwondo:

- Originated in **Korea over 2,000 years ago**.
- Developed from traditional Korean martial arts such as **Taekkyeon and Hwa Rang Do**.
- Became an organized sport in the **1950s** under the name Taekwondo ("Tae" = foot, "Kwon" = fist, "Do" = art/way).
- Recognized internationally and included in the **Olympics in 2000**.

BASIC SKILLS AND TECHNIQUES

1. **Kicking Techniques**
    - Front Kick (Ap Chagi)
    - Side Kick (Yop Chagi)
    - Roundhouse Kick (Dollyo Chagi)
    - Back Kick (Dwi Chagi)
2. **Punching Techniques**
    - Straight Punch (Jireugi)
    - Uppercut (Ollyo Jireugi)
3. **Blocking Techniques**
    - High Block (Eolgul Makgi)

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- Low Block (Arae Makgi)
- Inside/Outside Block (An/Bakkat Makgi)

4. **Stances**
    - Ready stance, front stance, back stance, horse-riding stance.
5. **Footwork and Movement**
    - Stepping, sliding, turning, and pivoting.

IMPORTANCE OF TAEKWONDO

1. **Physical Fitness**
    - Improves strength, flexibility, balance, coordination, and endurance.
2. **Self-Defense**
    - Equips students with techniques to protect themselves.
3. **Mental Development**
    - Enhances focus, discipline, patience, and self-control.
4. **Social and Character Benefits**
    - Promotes respect for others, teamwork, and confidence.
5. **Competitive and Recreational Value**
    - Encourages sportsmanship and participation in competitions.

SAFETY RULES AND REGULATIONS

1. **Proper Attire**
    - Wear the Taekwondo uniform (Dobok) and protective gear (helmet, gloves, shin guards).

2. **Warm-Up and Stretching**
    - Essential to prevent injuries before practice or competition.
3. **Safe Practice of Techniques**
    - Perform kicks, punches, and blocks with control.
    - Avoid excessive force on partners during sparring.
4. **Respect Rules and Referees**
    - Follow instructions, scoring rules, and referees during competitions.
5. **Medical Precautions**
    - Ensure minor injuries are treated and avoid training when sick or unfit.

EVALUATION

1. Define Taekwondo.
2. State two historical facts about Taekwondo.
3. List four basic kicking techniques.
4. Mention three importance of Taekwondo to students.
5. State two safety rules in Taekwondo practice.

ASSIGNMENT

1. Explain the history and origin of Taekwondo in your own words.
2. Draw and label any three stances used in Taekwondo.
3. Discuss five reasons why practicing Taekwondo is important for students.

WEEK 4: CONTACT GAMES – BOXING

- *Nature & History of Boxing*
- *Basic Skills*
- *Safety Rules & Regulations*



NATURE AND HISTORY OF BOXING

- **Boxing** is a combat sport in which **two participants engage in a contest of strength, speed, reflexes, and strategy using punches**.
- **Objective:** Score points by landing punches on the opponent or achieve victory through a knockout.

History:

- Boxing dates back to **ancient civilizations**, including Egypt and Greece.
- Modern boxing evolved in **England in the 17th–18th centuries**, with the establishment of **rules such as the London Prize Ring Rules**.
- Today, boxing is **recognized globally**, both as an Olympic sport and a professional sport.

Nature of Boxing:

- Requires **physical fitness, discipline, strategy, and mental toughness**.
- Combines **offensive (punching) and defensive (dodging/blocking) techniques**.

BASIC SKILLS IN BOXING

1. **Stance:**
    - Maintain **balance, proper foot positioning, and guard** to protect the body.
2. **Footwork:**
    - Move efficiently to **attack, evade, and maintain balance**.
3. **Punching Techniques:**
    - **Jab:** Quick straight punch with the lead hand.
    - **Cross:** Powerful straight punch with the rear hand.
    - **Hook:** Side punch aimed at the opponent's head or body.
    - **Uppercut:** Upward punch targeting the chin.
4. **Defense Techniques:**
    - **Blocking:** Using gloves to stop punches.
    - **Dodging/Slipping:** Moving head or body to avoid punches.
    - **Parrying:** Deflecting the opponent's punch using the hands.

5. **Combination Skills:**
    - Linking punches together effectively.
    - Coordinating **offense and defense simultaneously**.

SAFETY RULES AND REGULATIONS

1. **Protective Gear:**
    - Wear gloves, headgear, mouthguard, and hand wraps to **prevent injuries**.
2. **Supervision:**
    - Train under **qualified coaches** and follow their instructions.
3. **Proper Warm-Up:**
    - Stretching and cardiovascular exercises to **prevent muscle injuries**.
4. **Weight Categories:**
    - Compete with opponents in the **same weight class** to ensure fairness.
5. **Ring Conduct:**
    - Follow the referee's commands and maintain **sportsmanship**.
6. **Medical Checks:**
    - Regular health assessments to **ensure fitness for boxing**.

IMPORTANCE OF BOXING

- Improves **physical fitness, strength, and endurance**.
- Enhances **hand-eye coordination, reflexes, and agility**.
- Builds **mental toughness, discipline, and self-confidence**.
- Encourages **teamwork, strategy, and fair play** in competitive environments.

EVALUATION

1. Define boxing and explain its objective.
2. Mention two historical facts about boxing.
3. List four basic punching techniques in boxing.
4. State three safety rules to follow during boxing.
5. Explain two benefits of boxing for physical and mental health.

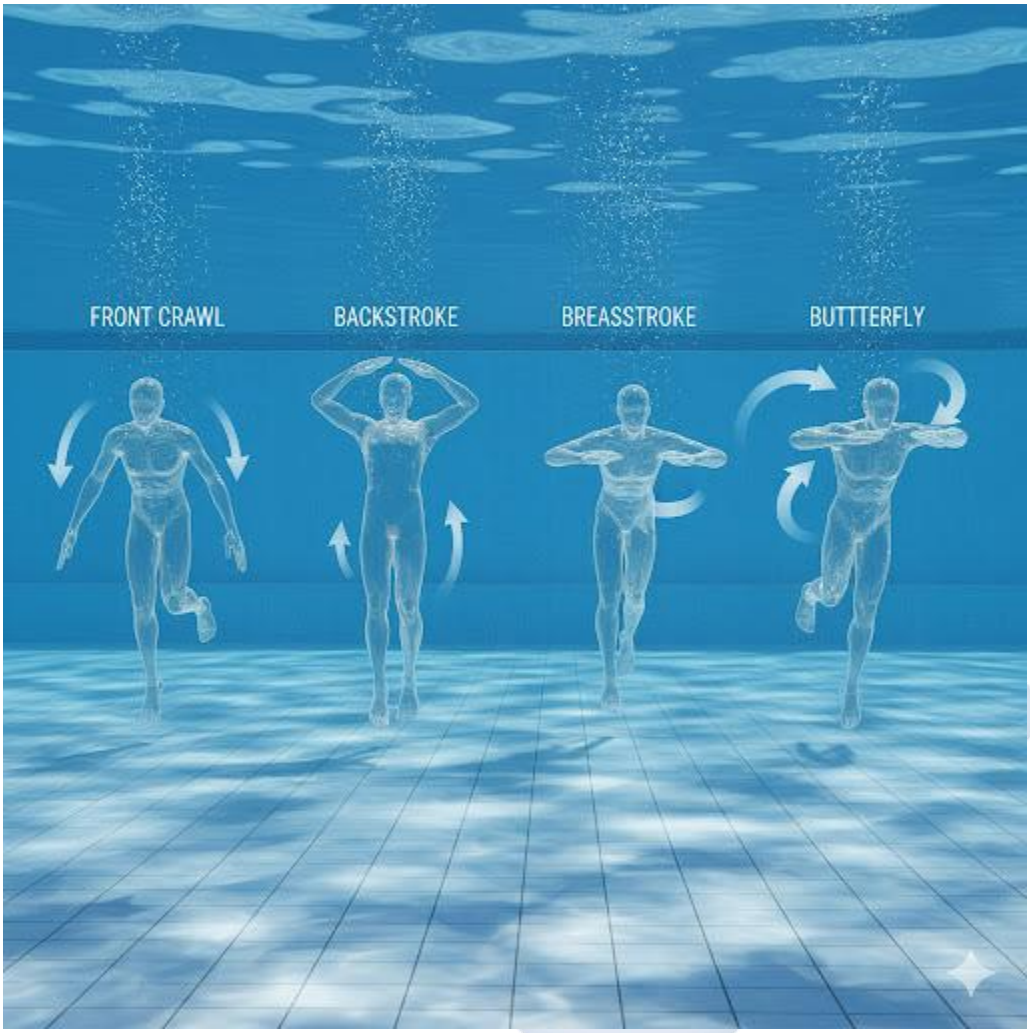
ASSIGNMENT

1. Draw a diagram showing **the proper boxing stance and guard position**.
2. Prepare a **list of basic boxing skills with short descriptions**.
3. Write a short essay: “The Importance of Safety and Discipline in Boxing.”

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WEEK 6: NON-CONTACT GAMES – PART 1

Basic strokes and styles in swimming



INTRODUCTION

Swimming is one of the most popular and beneficial non-contact games in Physical and Health Education. Unlike contact sports such as football or wrestling where players come into physical collision, swimming is classified as a **non-contact game** because it involves the movement of the body in water without any physical struggle or opposition between participants.

It is both a **recreational activity** and a **competitive sport** that improves physical fitness, develops survival skills, and builds endurance. In competitive swimming, athletes race against time or against one another over set distances using recognized swimming strokes.

Understanding the **basic strokes and styles in swimming** is important because they form the foundation for skill development, safety, and enjoyment of the sport.

BASIC STROKES IN SWIMMING

The strokes are the different techniques or methods of moving the body through water. The four main strokes recognized internationally are:

1. **Front Crawl (Freestyle)**
    - This is the **fastest and most common swimming stroke**.
    - The swimmer lies face down in the water, alternating the arms in an overhead circular motion while performing a flutter kick with the legs.
    - Breathing is done by turning the head to the side during the arm recovery phase.
    - It is mostly used in freestyle competitions.
2. **Backstroke**
    - The swimmer floats on their back, using alternating arm movements and a flutter kick.
    - The face remains above water, making breathing easier compared to other strokes.
    - The arms move in an alternating circular motion, entering the water above the head and pulling down towards the hips.
    - It is the only stroke where the swimmer starts the race in the water.
3. **Breaststroke**
    - This stroke is sometimes called the **frog stroke** because of the way the legs move.

- Both arms move simultaneously in a half-circular motion underwater while the legs perform a frog-like kick.
- Breathing occurs when the head is lifted above water during the arm pull.
- Though slower than freestyle, it is considered one of the easiest strokes for beginners because the swimmer can keep the head above water more frequently.

4. **Butterfly Stroke**
    - One of the most powerful but also the most difficult strokes.
    - Both arms move together in a circular motion over the water while the legs perform a dolphin kick (a strong, wave-like movement).
    - The head rises above the water during the arm pull to take in air.
    - It requires great strength, timing, and coordination, and is used in competitive swimming.

STYLES OF SWIMMING

Styles refer to the manner in which swimming strokes are applied, especially in competitions and practices.

1. **Freestyle Swimming:**
    - Although freestyle allows any stroke, most swimmers use the front crawl because it is the fastest.
    - It emphasizes speed and endurance.
2. **Medley Swimming:**
    - In medley competitions, swimmers use a combination of strokes.
    - **Individual Medley (IM):** One swimmer performs all four strokes in a set order (Butterfly, Backstroke, Breaststroke, Freestyle).
    - **Medley Relay:** Four swimmers in a team, each swimming one stroke in order.

3. **Recreational Swimming:**
    - This style is for relaxation, leisure, and enjoyment. Swimmers may mix strokes or use simplified techniques without strict rules.
4. **Competitive Swimming:**
    - Involves swimming for speed under official rules and regulations.
    - Distances vary from short sprints (50m, 100m) to long-distance races (1500m).

IMPORTANCE OF LEARNING BASIC STROKES AND STYLES

- They ensure **safety in water** and reduce the risk of drowning.
- They help swimmers develop **efficiency and speed**.
- They provide the foundation for **competitive swimming**.
- They improve overall **fitness, stamina, and endurance**.
- They prepare learners for different **situations in water survival**.

SUMMARY

- Swimming is a non-contact game that involves moving the body in water using various strokes.
- The **four basic strokes** are: Front crawl, Backstroke, Breaststroke, and Butterfly.
- Styles of swimming include **freestyle, medley, recreational, and competitive swimming**.
- Mastering these strokes and styles is important for safety, competition, and fitness.

EVALUATION

1. Explain why swimming is considered a non-contact game.
2. List and describe the four basic strokes in swimming.
3. Differentiate between strokes and styles in swimming.
4. Mention two types of medley swimming.
5. State three importance of learning basic swimming strokes.

ASSIGNMENT

1. Draw and label diagrams to illustrate the arm and leg movements in:
   a. Breaststroke
   b. Butterfly stroke
2. Write short notes on any two advantages of swimming as a recreational activity.

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WEEK 8: NON-CONTACT GAMES – PART 2

- *Gymnastics*
- *Classifications of Floor Activities*
- *Safety Rules and Regulations*



GYMNASTICS

Gymnastics is a sport involving **physical exercises that require strength, flexibility, balance, and coordination**. It includes routines performed on the floor or using apparatus such as bars, beams, and vaults.

Types of Gymnastics:

- **Artistic Gymnastics:** Performed on apparatus like vault, bars, and beam.
- **Rhythmic Gymnastics:** Combines dance and gymnastic movements, often with ribbons, hoops, or balls.
- **Trampolining:** Involves performing acrobatic movements on a trampoline.
- **Acrobatic Gymnastics:** Performed in pairs or groups with lifts, balances, and throws.

Benefits of Gymnastics:

- Develops **strength, flexibility, and agility**.
- Improves **coordination, balance, and body awareness**.
- Enhances **discipline, confidence, and concentration**.
- Promotes overall **physical fitness and posture**.

CLASSIFICATIONS OF FLOOR ACTIVITIES

Floor activities in gymnastics involve movements performed on a **mat or flat surface**. They can be classified into:

1. **Locomotor Activities:**
    - Movements that take the body from one point to another.
    - Examples: Walking, running, hopping, skipping, and sliding.
2. **Non-Locomotor Activities:**
    - Movements performed **in one place without changing location**.
    - Examples: Stretching, bending, twisting, turning, and balancing.
3. **Manipulative Activities:**
    - Movements involving the **handling of objects** such as balls, hoops, or ribbons.
    - Examples: Throwing, catching, rolling, and bouncing.

4. **Combination Activities:**
    - Integrate two or more types of movements in a sequence or routine.
    - Examples: Tumbling routines combining jumps, rolls, and balances.

Importance of Floor Activities:

- Enhances **flexibility, coordination, and motor skills**.
- Provides a foundation for **advanced gymnastics routines**.
- Encourages **creativity in movement**.

SAFETY RULES AND REGULATIONS

Safety is **crucial in gymnastics and non-contact activities** to prevent injuries. Key safety rules include:

1. Always **warm up and stretch** before performing exercises.
2. Ensure the **floor or mat is clean, dry, and firm**.
3. Wear **appropriate attire** that allows free movement.
4. Use **protective equipment** such as mats for tumbling or landing.
5. Perform movements **within skill level**; avoid attempting advanced moves without supervision.
6. Maintain **proper spacing** to prevent collisions.
7. Follow instructions from the **coach or teacher** carefully.
8. Inspect equipment regularly for **damage or defects**.

Importance of Safety:

- Prevents **sprains, fractures, and other injuries**.
- Promotes **confidence and focus** during practice.

- Ensures **long-term participation** in physical activities.

EVALUATION:

1. Define gymnastics and state two benefits.
2. List and explain the four classifications of floor activities with examples.
3. Mention five safety rules to follow during gymnastics practice.
4. Explain why safety rules are important in non-contact games.

ASSIGNMENT:

1. Draw and label **three basic floor positions** used in gymnastics.
2. Write a short essay (150 words) on the importance of non-contact games in school.
3. Conduct a mini-research on **a famous gymnast** and summarize their achievements in 5–7 sentences.

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WEEK 9: PERSONAL, SCHOOL & COMMUNITY HEALTH I (PART 1)

- *Types of Families*
- *Duties of Family Members*
- *Puberty in Boys & Girls*



INTRODUCTION

Health education does not only deal with individual health but also with the family, school, and community. A healthy society begins with a healthy family. The family plays a very important role in the growth, development, and socialization of children. At the same time, children pass

through different stages of growth, especially puberty, which affects their physical, emotional, and social lives.

TYPES OF FAMILIES

The family is the basic unit of society. There are different types of families:

1. **Nuclear Family**
    - Consists of the father, mother, and children.
    - It is the most common type of family.
    - Provides the foundation for the child's physical, moral, and emotional development.
2. **Extended Family**
    - Consists of the nuclear family plus other relatives such as grandparents, uncles, aunts, cousins, etc.
    - Provides additional support, care, and socialization for children.
3. **Single-Parent Family**
    - Consists of either the father or mother and the children.
    - Caused by death, divorce, separation, or choice.
    - May create financial and emotional challenges.
4. **Polygamous Family**
    - A family where a man marries more than one wife or, in rare cases, a woman marries more than one husband.
    - Common in some African cultures.
    - Leads to a large family with many children.
5. **Foster/Adoptive Family**

- A family where children are raised by people who are not their biological parents.
- Foster: Temporary care.
- Adoptive: Permanent legal arrangement.

DUTIES OF FAMILY MEMBERS

Every member of the family has roles and responsibilities that help the family to function well:

1. Father (or Male Guardian)

- Provides basic needs such as food, clothing, shelter, and education.
- Protects and ensures the safety of the family.
- Guides and disciplines the children.
- Serves as a role model.

2. Mother (or Female Guardian)

- Provides love, care, and emotional support.
- Trains children in moral values and domestic skills.
- Supports the father in providing for the family.
- Manages the home (cooking, cleaning, organizing, etc.).

3. Children

- Obey and respect parents and elders.
- Assist parents in household chores.
- Study hard and make their parents proud.
- Uphold family values and good character.

4. Other Extended Members (grandparents, uncles, aunts, etc.)

- Provide advice and guidance.

- Offer financial and moral support.
- Help in training and taking care of children.

PUBERTY IN BOYS & GIRLS

Puberty is the stage of human growth and development during which a child's body begins to mature into an adult body capable of reproduction. It usually occurs between **ages 9 – 16 years**, though it varies.

1. Changes in Boys

- Growth of hair on the face (beard, moustache), armpits, and pubic area.
- Voice breaks and becomes deeper.
- Shoulders broaden.
- Rapid growth in height and weight.
- Enlargement of penis and testes.
- Production of sperm begins.
- Development of sexual feelings.

2. Changes in Girls

- Growth of hair in the armpits and pubic area.
- Hips broaden and waist narrows.
- Enlargement of breasts.
- Rapid growth in height and weight.
- Onset of menstruation (monthly period).
- Development of ovaries and uterus to produce eggs.
- Emotional sensitivity and mood changes.

3. Common Emotional and Social Changes in Both Boys and Girls

- Desire for independence.
- Increased interest in opposite sex.
- Search for identity and self-discovery.
- Mood swings and sensitivity.
- Desire for privacy.

EVALUATION

1. Define family and list four types of families.
2. State three duties of the father and three duties of the mother in the family.
3. List five changes that occur in boys during puberty.
4. Mention four changes that occur in girls during puberty.
5. Identify two emotional changes that affect both boys and girls during puberty.

ASSIGNMENT

1. Write short notes on the following types of families:
   a) Nuclear Family
   b) Extended Family
   c) Single-Parent Family
2. Explain five duties of children in the family.
3. Compare the physical changes in boys and girls during puberty, stating at least five differences.

WEEK 10: PERSONAL, SCHOOL & COMMUNITY HEALTH I (PART 2)

- *Teenage Pregnancy & Consequences*
- *Assertiveness & Communication Skills*
- *Agencies Promoting Health Education in Nigeria*



INTRODUCTION

Adolescents face many challenges as they grow, including peer pressure, curiosity, and the need for independence. Without proper knowledge and guidance, teenagers may engage in risky behaviors that can lead to **teenage pregnancy**, health problems, and poor life outcomes. To

prevent such issues, young people must develop **assertiveness skills**, effective **communication**, and understand the role of agencies that promote health education in Nigeria.

TEENAGE PREGNANCY & CONSEQUENCES

Meaning

- **Teenage pregnancy** is pregnancy occurring in a girl aged **13–19 years**.
- It usually results from **unprotected sexual intercourse**, lack of sex education, peer pressure, or sexual abuse.

Causes of Teenage Pregnancy

1. Lack of sex education.
2. Peer group influence.
3. Curiosity about sex.
4. Poverty (exchange of sex for money or gifts).
5. Influence of drugs and alcohol.
6. Sexual abuse or rape.
7. Media influence (pornography, immoral music/videos).

Consequences of Teenage Pregnancy

- **Health Consequences**:
    - Risk of maternal death (due to immature body).
    - Unsafe abortions leading to complications.
    - Higher risk of STIs including HIV/AIDS.
- **Educational Consequences**:
    - Dropout from school.

- Limited opportunities for higher education.

- **Social Consequences**:
  - Stigma and discrimination.
  - Loss of parental support.
  - Broken relationships.
- **Economic Consequences**:
  - Financial hardship.
  - Dependence on others for survival.
  - Limited job opportunities.

ASSERTIVENESS & COMMUNICATION SKILLS

Assertiveness

- Assertiveness is the ability to **express one's feelings, opinions, and needs confidently** without being rude or aggressive.
- It helps teenagers resist negative peer pressure and make the right choices.

Ways of Being Assertive

1. Saying "NO" firmly to unwanted advances.
2. Standing by one's values and decisions.
3. Expressing oneself clearly without fear.
4. Avoiding situations or friends that encourage risky behavior.
5. Maintaining confidence in body language and tone of voice.

Communication Skills

- Communication is the process of exchanging information, ideas, and feelings.

- Good communication helps teenagers avoid misunderstandings and express their needs.

Forms of Communication:

1. Verbal (spoken words).
2. Non-verbal (gestures, posture, eye contact).
3. Written (letters, text messages, notes).

Good Communication Skills Include:

- Listening attentively.
- Speaking clearly and politely.
- Maintaining eye contact.
- Using respectful language.
- Expressing feelings in a calm manner.

AGENCIES PROMOTING HEALTH EDUCATION IN NIGERIA

Many organizations (governmental and non-governmental) work to improve personal, school, and community health.

Examples:

1. **Federal Ministry of Health (FMOH)** – Formulates health policies, immunization, campaigns against diseases.
2. **National Agency for Food and Drug Administration and Control (NAFDAC)** – Ensures safety of food, drugs, cosmetics, and medical products.
3. **National Orientation Agency (NOA)** – Promotes positive values, good citizenship, and awareness on health matters.
4. **National Primary Health Care Development Agency (NPHCDA)** – Provides immunization and grassroots health services.

5. **World Health Organization (WHO)** – Supports Nigeria in disease control, vaccination, and health education.
6. **United Nations International Children's Fund (UNICEF)** – Promotes child health, nutrition, and education.
7. **Non-Governmental Organizations (NGOs)** such as Society for Family Health (SFH), Planned Parenthood Federation of Nigeria (PPFN), etc.

EVALUATION

1. Define teenage pregnancy and state three of its causes.
2. Mention four consequences of teenage pregnancy.
3. What is assertiveness? Give three examples of assertive behavior.
4. State five good communication skills.
5. List five agencies that promote health education in Nigeria and their functions.

ASSIGNMENT

- Write short notes on the following:
  a) Teenage pregnancy (meaning, causes, consequences).
  b) Assertiveness (definition, importance, examples).
  c) Two health agencies in Nigeria and their roles.

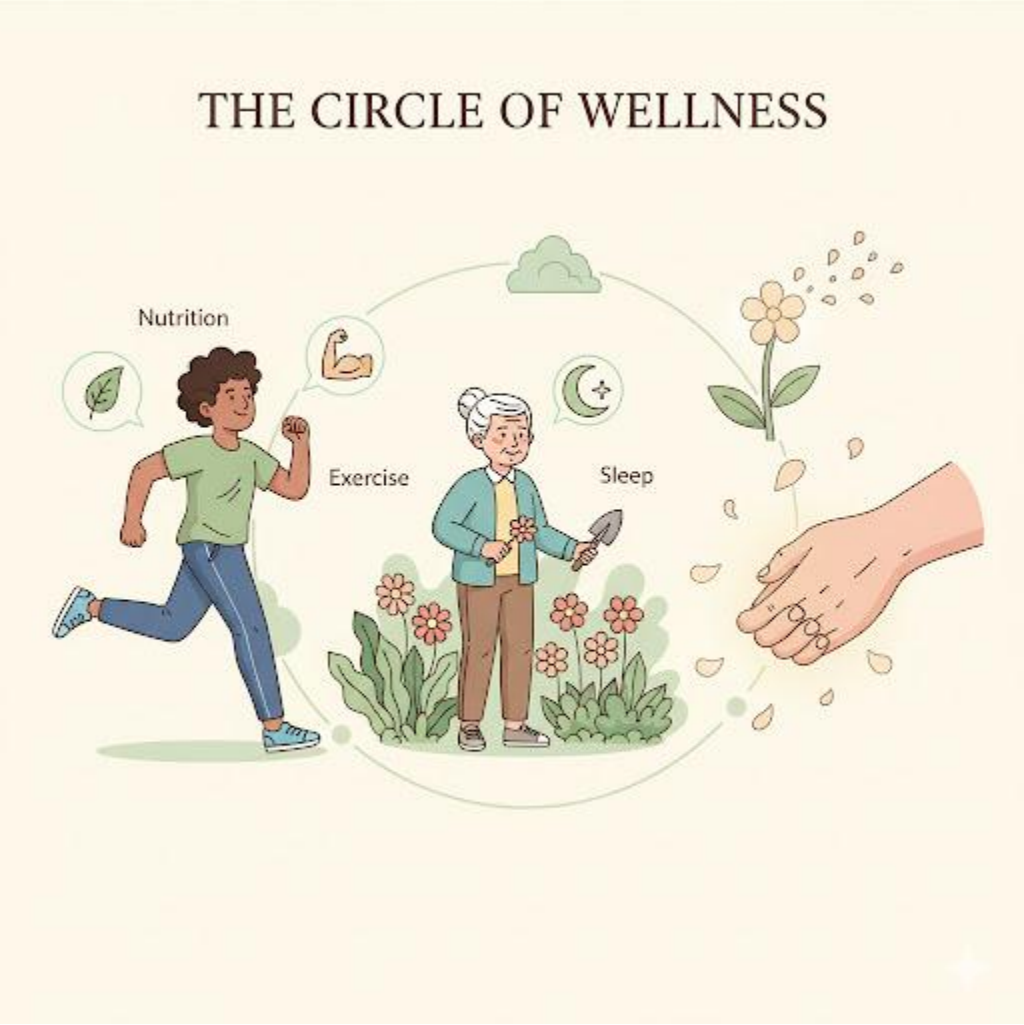
JSS 3 PHYSICAL AND HEALTH EDUCATION

THIRD TERM

Week	Topic	Content
1	**Personal, School & Community Health II – Part 1**	- Ageing.- Life-enhancing Measures.- Death & Dying.
2	**Personal, School & Community Health II – Part 2**	- Drug Use, Misuse & Abuse.- Categories of Drugs.- Health Consequences.
3	**Pathogens, Diseases & Prevention – Part 1**	- Nature of Communicable Diseases.- Mode of Transmission.- Factors & Causative Agents.
4	**Pathogens, Diseases & Prevention – Part 2**	- Prevention & Management of Non-communicable Diseases.
5	**Midterm Examination**	—
6	**Family Health – Part 1**	- Types of Diseases & Modes of Transfer.- Disease Vectors.
7	**Midterm Break**	—
8	**Family Health – Part 2**	- Sexually Transmitted Infections (STIs).- Consequences of Contracting Diseases.
9	**Family Health – Part 3**	- Prevention of Diseases.
10	**General Health Education Review**	Integrative review of Health Education concepts (Family Health, Diseases, Drugs).
11	**Revision**	Third Term Topics.
12	**Examination**	—
13	**Closing**	—

WEEK 1: PERSONAL, SCHOOL & COMMUNITY HEALTH II – PART 1

1. Ageing
2. Life-enhancing measures
3. Death and dying



AGEING

- Ageing is the **natural biological process of growing older**, characterized by physical, mental, and social changes over time.
- It is a gradual process that begins after adulthood and continues until death.

Physical Changes in Ageing:

- Wrinkling of skin, grey hair, reduced muscle strength and endurance
- Decreased bone density, slower metabolism, reduced vision and hearing
- Reduced flexibility and slower reflexes

Mental and Emotional Changes:

- Possible decline in memory and cognitive skills
- Changes in social roles, retirement, and need for emotional support

Social Implications of Ageing:

- Older adults may face **isolation, dependency, or neglect** if not properly cared for.
- Respect and inclusion in family and community activities enhance quality of life.

LIFE-ENHANCING MEASURES

- Life-enhancing measures are **practices that promote a healthy, fulfilling, and productive life** throughout the lifespan.

Examples Include:

1. **Proper Nutrition:** Balanced diet rich in proteins, vitamins, and minerals to support physical and mental health.
2. **Regular Exercise:** Maintains cardiovascular health, flexibility, and muscle strength.
3. **Adequate Rest and Sleep:** Ensures rejuvenation of the body and mind.
4. **Preventive Healthcare:** Routine check-ups, vaccinations, and early detection of diseases.
5. **Mental and Emotional Wellness:** Stress management, positive relationships, and engaging hobbies.
6. **Avoidance of Harmful Habits:** Limiting alcohol, tobacco, and drug use.

DEATH AND DYING

- Death is the **permanent cessation of all biological functions that sustain life**.
- Dying is the **process leading up to death**, often involving physical, emotional, and social changes.

Concepts to Understand:

- **Acceptance:** Understanding that death is a natural part of life.
- **Grief and Bereavement:** Emotional response to the death of a loved one.
- **Preparation:** Advance directives, wills, and ensuring care for dependents.
- **Support Systems:** Family, friends, community, and spiritual care help individuals and families cope.

Importance of Understanding Death and Dying:

- Encourages **healthy coping mechanisms** for loss.
- Promotes **responsible living and planning** for the future.
- Reduces fear and anxiety associated with death.

EVALUATION

1. Define ageing and list three physical changes that occur with it.
2. Explain three life-enhancing measures that can promote longevity.
3. Define death and dying.
4. State two social and two emotional implications of ageing.
5. Why is it important to understand death and dying in the community?

ASSIGNMENT

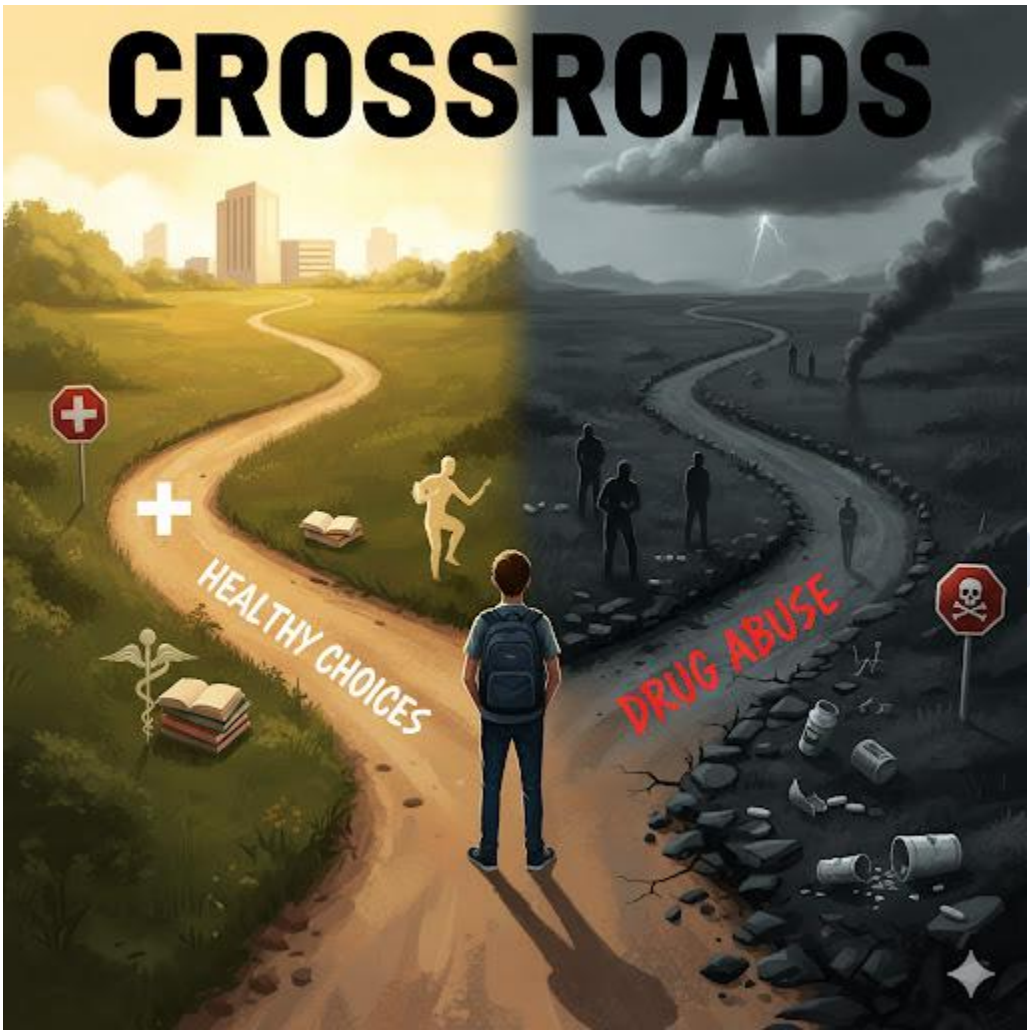
1. Prepare a short report on **how families and communities can support older adults**.

2. List five daily habits that contribute to life enhancement and explain their benefits.
3. Discuss a real-life scenario showing how understanding death and dying can help families cope with loss.

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WEEK 2: PERSONAL, SCHOOL & COMMUNITY HEALTH II – PART 2

- *Drug Use, Misuse & Abuse*
- *Categories of Drugs*
- *Health Consequences*



INTRODUCTION

Drugs are substances that, when taken into the body, can alter its functions either positively (for treatment) or negatively (when abused). Understanding **drug use, misuse, and abuse** is essential in promoting personal, school, and community health, especially among adolescents.

DRUG USE

- **Meaning:** Correct and lawful taking of drugs prescribed by a medical practitioner or as directed on the label.
- **Examples:**
    - Taking antibiotics as prescribed by a doctor.
    - Using paracetamol to relieve headache.
- **Importance of Proper Drug Use:**
    - Promotes quick recovery.
    - Prevents complications.
    - Maintains good health.

DRUG MISUSE

- **Meaning:** Wrong or inappropriate use of drugs without medical advice, but without harmful intention.
- **Examples:**
    - Using a friend's prescription medicine.
    - Taking antibiotics without completing the dosage.
    - Using expired drugs.
- **Effects of Misuse:**
    - May lead to drug resistance.
    - Wrong diagnosis and complications.
    - Temporary or permanent health damage.

DRUG ABUSE

- **Meaning:** Excessive or deliberate use of drugs for non-medical purposes in a way that harms the body and mind.
- **Examples:**
    - Taking cocaine, heroin, marijuana, or tramadol to "feel high."
    - Drinking alcohol excessively.
    - Overusing sleeping pills or cough syrups.
- **Reasons for Abuse Among Teenagers:**
    - Peer pressure.
    - Curiosity.
    - Frustration and depression.
    - Desire for excitement or false courage.

CATEGORIES OF DRUGS

1. **Medical/Legal Drugs:**
    - Prescribed by doctors, e.g., paracetamol, antibiotics, insulin.
2. **Over-the-Counter (OTC) Drugs:**
    - Easily purchased without prescription, e.g., pain relievers, cough syrups.
3. **Social Drugs:**
    - Taken for relaxation or social reasons, e.g., alcohol, caffeine, tobacco.
4. **Hard/Illegal Drugs:**
    - Prohibited by law, addictive and harmful, e.g., cocaine, heroin, marijuana, tramadol, LSD.

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5. **Performance-Enhancing Drugs:**
    - Taken to improve sports performance, e.g., anabolic steroids, stimulants, blood boosters.

HEALTH CONSEQUENCES OF DRUG ABUSE

Physical Effects:

- Liver and kidney damage.
- Brain damage and memory loss.
- Weakened immune system.
- Malnutrition.

Mental/Psychological Effects:

- Addiction and dependence.
- Anxiety and depression.
- Aggression and violent behavior.
- Hallucinations.

Social Effects:

- Poor academic performance.
- Breakdown of family relationships.
- Involvement in crime and cultism.
- Poverty and unemployment.

Community Consequences:

- Increased crime rates.
- High health care costs.

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- Loss of productive workforce.
- Social instability.

EVALUATION

1. Define drug use, misuse, and abuse.
2. Give two examples each of drug use, misuse, and abuse.
3. Mention and explain four categories of drugs.
4. State three physical and three social effects of drug abuse.
5. Why do teenagers often abuse drugs?

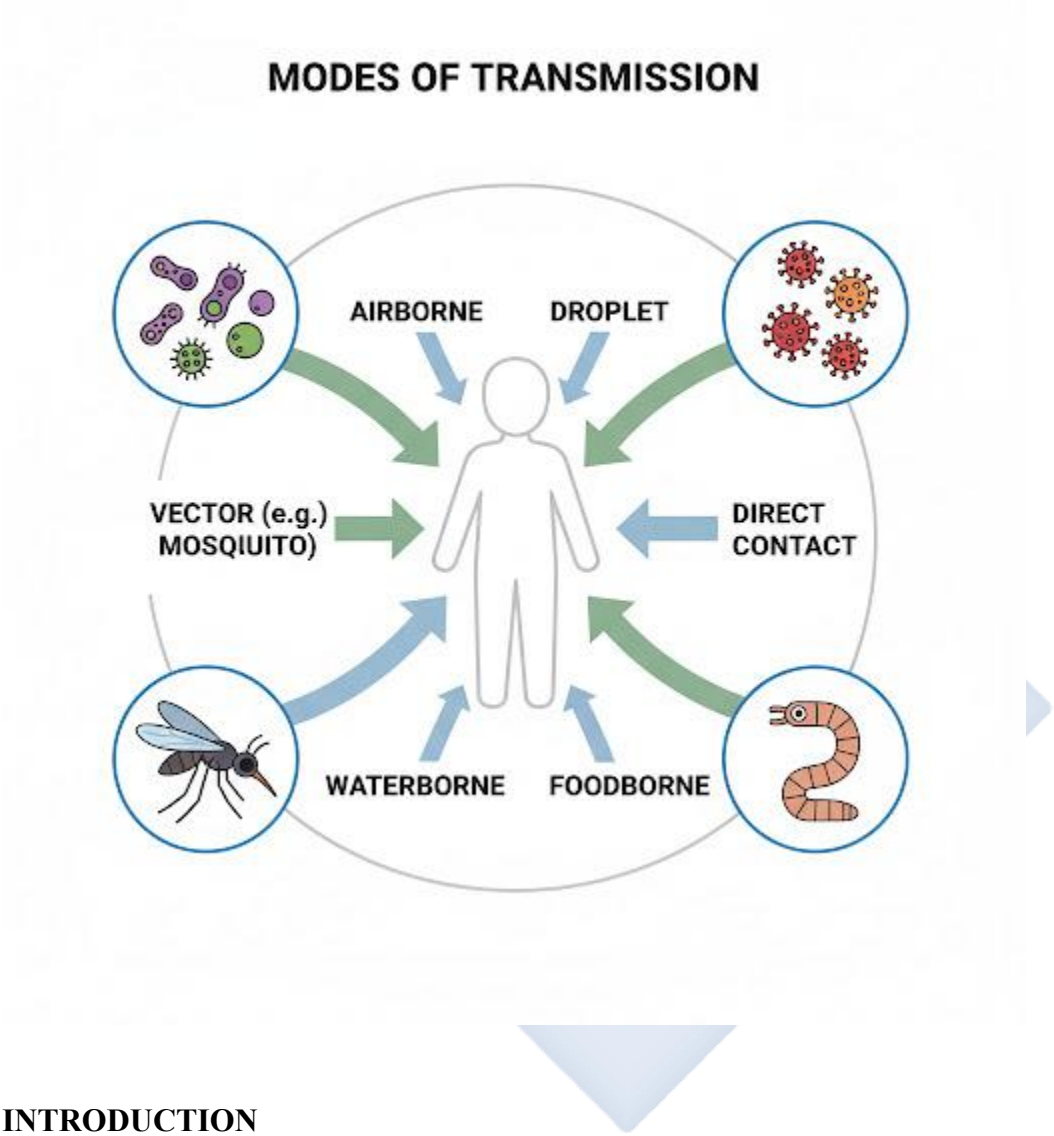
ASSIGNMENT

- Write a short essay on **"The Effects of Drug Abuse on the Nigerian Youth."**

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WEEK 3: PATHOGENS, DISEASES & PREVENTION – PART 1

Nature of communicable diseases, mode of transmission, factors & causative agents



INTRODUCTION

- **Pathogens** are microorganisms that cause diseases in humans, animals, and plants.
- **Communicable diseases** are illnesses that can spread from one person to another, either directly or indirectly.
- Understanding these diseases, their causes, and how they are transmitted is essential for maintaining good health and preventing outbreaks.

NATURE OF COMMUNICABLE DISEASES

- Communicable diseases are **infectious and can spread from one person to another**.
- They are caused by **microorganisms** such as bacteria, viruses, fungi, and protozoa.
- Common examples include malaria, tuberculosis, influenza, cholera, measles, and COVID-19.
- Symptoms often include fever, fatigue, rashes, diarrhea, coughing, and body aches.

MODE OF TRANSMISSION

1. Direct Transmission

- Spread through **physical contact** between infected and healthy individuals.
    - Examples: Touching, kissing, sexual contact.

2. Indirect Transmission

- Spread through **contaminated objects or surfaces**.
    - Examples: Using contaminated utensils, bedding, or clothing.

3. Vector Transmission

- Spread by **animals or insects** that carry pathogens.
    - Examples: Mosquitoes (malaria), flies (typhoid), ticks (Lyme disease).

4. Airborne Transmission

- Spread through **droplets in the air** when an infected person coughs or sneezes.
    - Examples: Influenza, tuberculosis, COVID-19.

5. Water and Food Transmission

- Spread through **contaminated water or food**.
    - Examples: Cholera, typhoid, hepatitis A.

FACTORS & CAUSATIVE AGENTS

Causative Agents:

- **Bacteria:** Single-celled organisms causing diseases like tuberculosis, cholera, and typhoid.
- **Viruses:** Smaller organisms causing diseases like influenza, measles, and COVID-19.
- **Fungi:** Cause diseases such as ringworm and athlete's foot.
- **Protozoa:** Single-celled organisms causing malaria and amoebiasis.

Factors that Encourage Spread:

1. **Poor hygiene** – unwashed hands, dirty environment.
2. **Overcrowding** – facilitates person-to-person transmission.
3. **Contaminated food and water** – allows pathogens to enter the body.
4. **Climate and environment** – warm, humid conditions encourage some pathogens.
5. **Weak immune system** – malnourished or sick individuals are more susceptible.
6. **Travel and migration** – diseases spread across regions and countries.

IMPORTANCE OF KNOWING COMMUNICABLE DISEASES

- Helps in **preventing infections** and outbreaks.
- Promotes **personal and community hygiene**.
- Encourages early **diagnosis and treatment**.
- Reduces **morbidity and mortality rates** in society.

EVALUATION

1. Define communicable diseases.
2. List three examples of causative agents of communicable diseases.
3. State four modes of transmission of communicable diseases.
4. Mention three factors that encourage the spread of communicable diseases.
5. Explain why it is important to understand communicable diseases.

ASSIGNMENT

1. Identify five common communicable diseases in your community and state their causative agents.
2. Discuss four ways communicable diseases can be transmitted.
3. Explain five preventive measures that can reduce the spread of communicable diseases.

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WEEK 4: PATHOGENS, DISEASES & PREVENTION – PART 2

- *Prevention & Management of Non-Communicable Diseases*



MEANING OF NON-COMMUNICABLE DISEASES (NCDs)

- Non-communicable diseases are **illnesses that cannot be transmitted from one person to another**.
- They are often **chronic, long-lasting, and caused by lifestyle factors, genetics, or environmental influences**.

Common Examples:

- Hypertension (high blood pressure)
- Diabetes mellitus

- Heart disease
- Cancer
- Stroke

CAUSES OF NON-COMMUNICABLE DISEASES

1. **Unhealthy diet:** High sugar, salt, and fat consumption.
2. **Physical inactivity:** Sedentary lifestyle reduces cardiovascular fitness.
3. **Genetic factors:** Family history of certain diseases.
4. **Environmental factors:** Exposure to pollutants or toxins.
5. **Stress and poor mental health management.**
6. **Tobacco and alcohol use.**

PREVENTION OF NON-COMMUNICABLE DISEASES

1. **Healthy Diet:**
    - Consume **balanced meals** rich in fruits, vegetables, whole grains, and lean proteins.
2. **Regular Exercise:**
    - Engage in **physical activities** such as walking, jogging, swimming, or sports.
3. **Avoid Tobacco and Excessive Alcohol:**
    - Refrain from smoking and limit alcohol intake.
4. **Stress Management:**
    - Practice **relaxation techniques, meditation, or recreational activities**.
5. **Regular Medical Check-ups:**

- Monitor **blood pressure, sugar levels, and cholesterol** for early detection.

6. **Adequate Sleep:**
    - Maintain **7–8 hours of sleep daily** to support body recovery.

MANAGEMENT OF NON-COMMUNICABLE DISEASES

1. **Medical Treatment:**
    - Use **prescribed medications** such as insulin for diabetes or antihypertensive drugs for high blood pressure.
2. **Lifestyle Modification:**
    - Adopt a **healthier lifestyle** including diet, exercise, and stress reduction.
3. **Education & Awareness:**
    - Learn about the **disease, risk factors, and preventive measures**.
4. **Regular Monitoring:**
    - Track health indicators to **prevent complications**.

IMPORTANCE OF PREVENTION AND MANAGEMENT

- Reduces the **risk of complications and early death**.
- Promotes **healthy and productive life**.
- Saves **medical costs and reduces burden on healthcare systems**.
- Enhances **mental and physical well-being**.

EVALUATION

1. Define non-communicable diseases and give three examples.

2. List four causes of non-communicable diseases.
3. Explain three preventive measures for NCDs.
4. Mention two management strategies for diabetes or hypertension.
5. Why is regular exercise important in the prevention of NCDs?

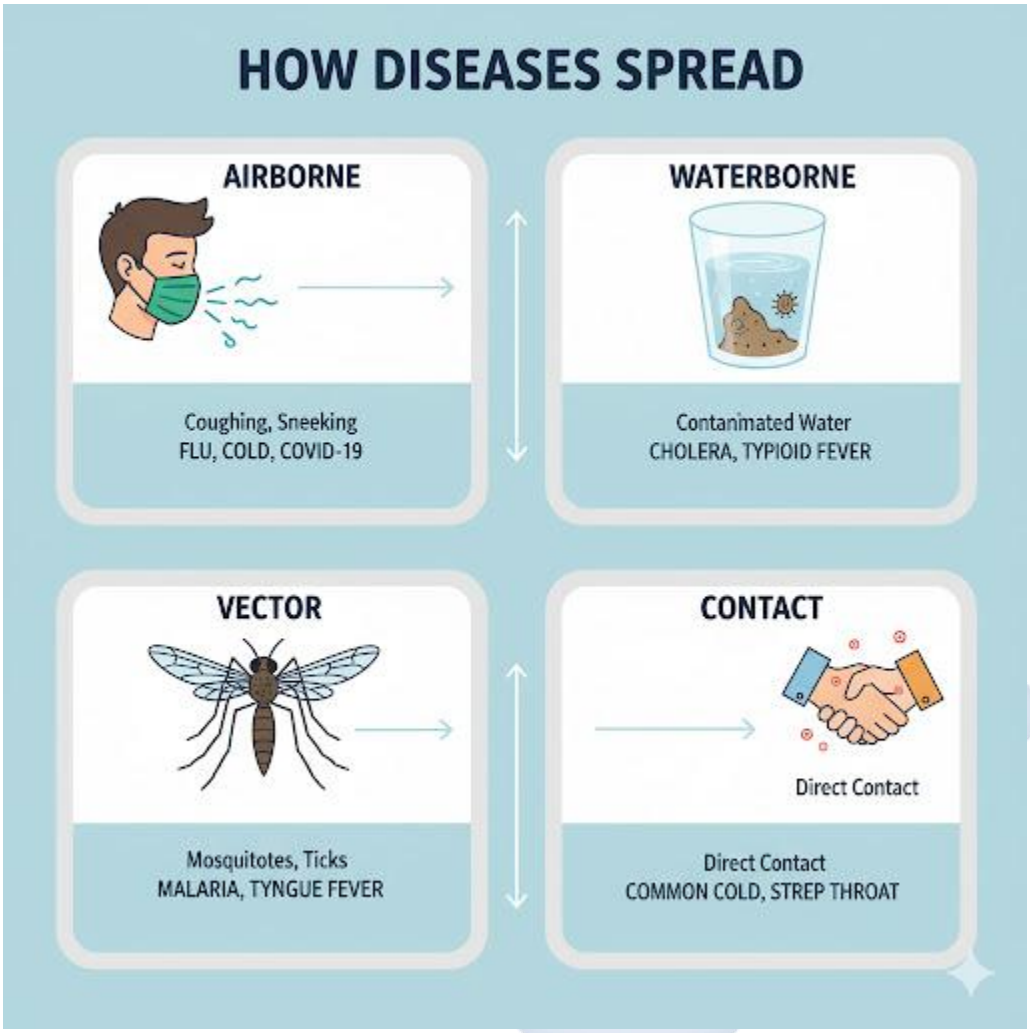
ASSIGNMENT

1. Prepare a **table showing common NCDs, their causes, prevention, and management**.
2. Write a short essay: "The Role of Healthy Lifestyle in Preventing Non-Communicable Diseases."
3. Research and report on **a local initiative or program aimed at preventing NCDs in your community**.

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WEEK 6: FAMILY HEALTH – PART 1

Types of diseases & modes of transfer; disease vectors



INTRODUCTION

Health is one of the most important aspects of human life, and the family serves as the foundation of health care. The physical, mental, and social well-being of every member of the family depends largely on knowledge of disease prevention and control.

A **disease** is any condition that interferes with the normal functioning of the body and prevents a person from living a healthy life. In Physical and Health Education, learning about **diseases, their modes of transfer, and disease vectors** is important because it helps us to maintain personal hygiene, protect our families, and contribute to a healthy society.

TYPES OF DISEASES

Diseases can be broadly classified into **communicable** and **non-communicable diseases**.

1. **Communicable Diseases**
    - These are diseases that can be **spread from one person to another**, either directly or indirectly.
    - They are usually caused by **pathogens** such as bacteria, viruses, fungi, and parasites.
    - Examples include:
        - Malaria
        - Tuberculosis (TB)
        - Measles
        - HIV/AIDS
        - Cholera
        - Influenza (Flu)
2. **Non-Communicable Diseases (NCDs)**
    - These diseases **cannot be transferred** from one person to another.
    - They are often caused by lifestyle factors, heredity, or long-term unhealthy habits.
    - Examples include:
        - Hypertension (High blood pressure)
        - Diabetes mellitus
        - Cancer
        - Stroke

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- Sickle-cell anaemia

3. **Other Classifications of Diseases**
    - **Deficiency Diseases:** Caused by lack of specific nutrients in the diet (e.g., rickets from vitamin D deficiency, kwashiorkor from protein deficiency, scurvy from lack of vitamin C).
    - **Occupational Diseases:** Illnesses arising from certain jobs (e.g., lung disease from mining, skin diseases from chemical exposure).
    - **Genetic/Hereditary Diseases:** Passed from parents to children through genes (e.g., sickle cell anaemia, haemophilia).

MODES OF DISEASE TRANSFER

Communicable diseases spread from one person to another through different ways. The major modes of transfer include:

1. **Airborne Transmission:**
    - Diseases spread through droplets released into the air when an infected person coughs, sneezes, or talks.
    - Examples: Tuberculosis, Influenza, COVID-19, Measles.
2. **Waterborne Transmission:**
    - When people drink or use contaminated water.
    - Examples: Cholera, Typhoid fever, Dysentery.
3. **Foodborne Transmission:**
    - Through eating contaminated or poorly cooked food.
    - Examples: Food poisoning, Hepatitis A, Salmonella infection.
4. **Contact Transmission:**

- Direct contact (e.g., touching, kissing, sexual intercourse).
- Indirect contact through contaminated objects like towels, cups, or needles.
- Examples: HIV/AIDS, Gonorrhoea, Ringworm.

5. **Vector-borne Transmission:**
    - Some diseases are spread through insects or animals that carry pathogens from one host to another.
    - Examples: Malaria (through mosquitoes), Sleeping sickness (through tsetse flies), Plague (through rats).

DISEASE VECTORS

A **vector** is any organism, usually an insect or animal, that transmits disease-causing organisms from one person or animal to another. They are very dangerous because they spread diseases without showing symptoms themselves.

Examples of disease vectors include:

1. **Mosquitoes**
    - Spread malaria, yellow fever, and dengue fever.
2. **Houseflies**
    - Spread diarrhoea, cholera, typhoid by contaminating food with germs.
3. **Tsetse Flies**
    - Spread sleeping sickness.
4. **Rats**
    - Spread plague and Lassa fever.
5. **Dogs**
    - Spread rabies through bites.

6. **Lice and Fleas**
    - Spread typhus and plague.

Ways to Control Disease Vectors:

- Keeping the environment clean and free from stagnant water.
- Covering food and water properly.
- Using insecticides and mosquito nets.
- Proper waste disposal and sanitation.
- Vaccination of pets such as dogs to prevent rabies.

SUMMARY

- A **disease** is an abnormal condition that disrupts normal body functions.
- Diseases are of two main types: **communicable** and **non-communicable**.
- Modes of transfer include **air, water, food, contact, and vectors**.
- **Vectors** are animals or insects that spread diseases (e.g., mosquitoes, flies, rats, dogs).
- Controlling vectors and maintaining good hygiene is crucial to family and community health.

EVALUATION

1. Define the term "disease".
2. Differentiate between communicable and non-communicable diseases with examples.
3. Mention four modes of disease transfer and give one example of a disease for each.
4. What is a disease vector? List four examples.
5. State three ways of controlling mosquitoes as disease vectors.

ASSIGNMENT

1. Write short notes on **deficiency diseases** with three examples.
2. Explain how proper food handling can prevent the spread of diseases in the family.

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WEEK 8: FAMILY HEALTH – PART 2

- *Sexually Transmitted Infections (STIs)*
- *Consequences of Contracting Diseases*



SEXUALLY TRANSMITTED INFECTIONS (STIs)

Sexually Transmitted Infections (STIs) are infections **transmitted from one person to another through sexual contact**. They are caused by bacteria, viruses, or parasites.

Common Types of STIs:

- **HIV/AIDS:** A viral infection that attacks the immune system.

- **Gonorrhea:** A bacterial infection causing discharge and pain during urination.
- **Syphilis:** Bacterial infection with stages including sores and skin rashes.
- **Chlamydia:** Often causes pain and discharge; may be asymptomatic.
- **Human Papillomavirus (HPV):** Can cause warts and increase risk of cervical cancer.
- **Herpes Simplex Virus (HSV):** Causes painful sores or blisters in genital areas.

Modes of Transmission:

- Sexual intercourse (vaginal, anal, or oral).
- Sharing contaminated needles.
- From mother to child during childbirth or breastfeeding (for some STIs).
- Blood transfusions with infected blood (rare in controlled settings).

Prevention of STIs:

- Abstinence from sexual intercourse.
- Consistent and correct use of condoms.
- Limiting sexual partners.
- Regular medical check-ups and early treatment of infections.
- Avoiding sharing needles or unsterilized sharp objects.

CONSEQUENCES OF CONTRACTING DISEASES

Contracting STIs or other diseases can have **physical, social, and emotional consequences**.

Physical Consequences:

- Chronic pain and discomfort.
- Infertility or reproductive health complications.
- Increased vulnerability to other infections (e.g., HIV weakens the immune system).

- Complications during pregnancy and childbirth.

Emotional and Social Consequences:

- Stigma and discrimination in society.
- Stress, anxiety, and depression.
- Strained relationships and social isolation.

Economic Consequences:

- High medical costs for treatment and care.
- Loss of productivity due to illness.
- Financial burden on families for long-term care.

Importance of Disease Prevention:

- Maintains good personal and family health.
- Reduces spread of infections in the community.
- Promotes responsible sexual behavior and awareness.

EVALUATION:

1. Define STIs and list four common types.
2. State three ways STIs can be transmitted.
3. Mention three physical and two social consequences of contracting STIs.
4. Explain two preventive measures to avoid STIs.

ASSIGNMENT:

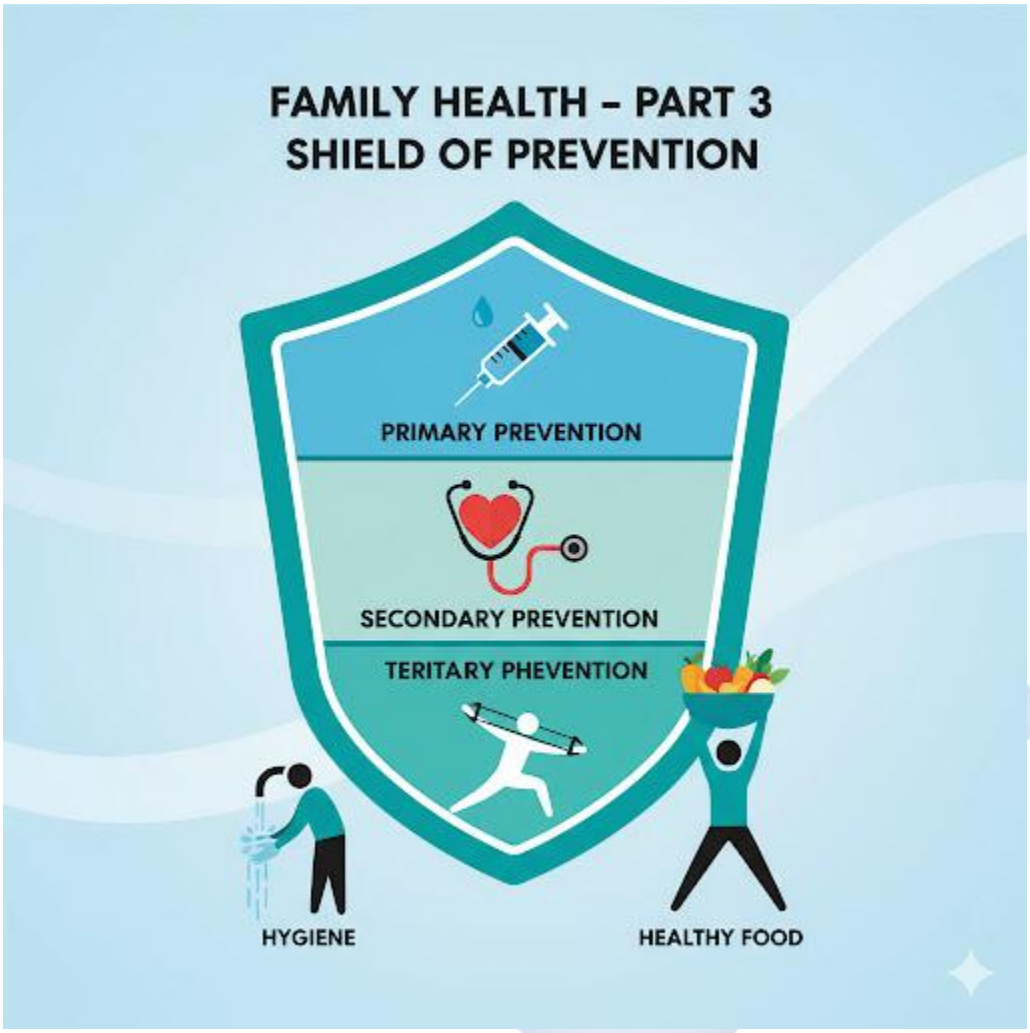
1. Prepare a **table showing common STIs, their causes, and symptoms**.
2. Write a short essay (200 words) on the importance of preventing STIs among teenagers.

3. Conduct a mini-research on **government or NGO programs** in Nigeria aimed at controlling STIs and summarize your findings.

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WEEK 9: FAMILY HEALTH – PART 3

- *Prevention of Diseases*



INTRODUCTION

- Diseases affect individuals, families, and communities, reducing productivity and quality of life.
- Prevention is better than cure; it involves measures to **stop diseases before they occur** rather than only treating them after onset.
- Family health focuses on maintaining the well-being of all family members through **cleanliness, immunization, proper nutrition, and healthy habits**.

MEANING OF DISEASE PREVENTION

- **Disease prevention** refers to activities or measures taken to **stop the occurrence or spread of diseases**.
- It includes **personal hygiene, environmental sanitation, vaccination, and lifestyle management**.

TYPES OF DISEASE PREVENTION

a) Primary Prevention

- Actions taken to **prevent a disease from occurring**.
- Examples:
    - Immunization/vaccination (e.g., measles, polio).
    - Proper nutrition and diet.
    - Safe drinking water.
    - Use of mosquito nets to prevent malaria.
    - Personal hygiene (hand washing, bathing).

b) Secondary Prevention

- Early detection and prompt treatment to **stop progression of disease**.
- Examples:
    - Regular health check-ups.
    - Screening for diseases like hypertension, diabetes, and cancer.

c) Tertiary Prevention

- Measures to **reduce the impact of an existing disease** and prevent complications.

- Examples:
    - Rehabilitation for stroke patients.
    - Physical therapy for injury recovery.
    - Support groups for chronic illnesses.

GENERAL MEASURES FOR PREVENTING DISEASES

1. **Personal Hygiene**
    - Bathing regularly, keeping nails short and clean.
    - Washing hands before meals and after using the toilet.
    - Proper dental care (brushing teeth twice daily).
2. **Environmental Sanitation**
    - Proper disposal of waste.
    - Keeping surroundings clean.
    - Ensuring good drainage to prevent mosquito breeding.
3. **Nutrition**
    - Eating balanced diets with vitamins, minerals, proteins, and carbohydrates.
    - Avoiding excessive junk food.
4. **Vaccination / Immunization**
    - Protects against specific diseases like measles, polio, hepatitis, tetanus, and tuberculosis.
5. **Use of Protective Equipment**
    - Wearing masks during pandemics.
    - Using gloves when handling chemicals or infectious materials.

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6. **Avoidance of Risky Behaviors**
    - Avoid smoking, alcohol, and drug abuse.
    - Safe sexual practices to prevent STIs.
7. **Regular Exercise and Rest**
    - Helps maintain a strong immune system.
    - Reduces stress and prevents lifestyle-related diseases.

EVALUATION

1. Define disease prevention.
2. Explain the three types of disease prevention with examples.
3. List five general measures to prevent diseases in the family.
4. Why is immunization important in disease prevention?
5. Mention two ways personal hygiene helps prevent diseases.

ASSIGNMENT

1. Draw a chart showing three types of disease prevention and examples.
2. List ten preventive measures that can be taken at home to avoid common diseases.
3. Explain the role of environmental sanitation in preventing diseases.

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WEEK 10: GENERAL HEALTH EDUCATION REVIEW

- *Integrative review of Health Education concepts (Family Health, Diseases, Drugs).*



INTRODUCTION

This week's lesson focuses on revising and integrating all the **Health Education topics** taught in JSS 3. The aim is to ensure that learners understand how **family health, prevention and control of diseases, and drug education** are connected to **personal, school, and community well-being**.

FAMILY HEALTH

- **Meaning:** Health practices that promote the well-being of every family member.
- **Aspects of Family Health:**
    1. **Nutrition:** Balanced diet for growth and immunity.
    2. **Sanitation:** Clean environment to prevent diseases.
    3. **Reproductive Health:** Knowledge of puberty, adolescence, and responsible behavior.
    4. **Maternal & Child Health:** Ante-natal and post-natal care, immunization.
- **Importance of Family Health:**
    - Promotes healthy lifestyle.
    - Reduces disease spread.
    - Builds strong and productive communities.

DISEASES

- **Meaning:** Any abnormal condition that affects the body or mind, leading to ill-health.

Types of Diseases:

1. **Communicable Diseases:**
    - Spread from person to person.
    - Examples: malaria, cholera, HIV/AIDS, measles.
    - Prevention: immunization, proper sanitation, use of mosquito nets, safe sex.
2. **Non-Communicable Diseases:**
    - Not spread from person to person.
    - Examples: cancer, hypertension, diabetes.
    - Prevention: balanced diet, regular exercise, avoiding smoking and alcohol.

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- **Effects of Diseases:**
    - Weakens individuals.
    - Reduces productivity in school and work.
    - Increases healthcare costs for families and the nation.

DRUGS (Use, Misuse & Abuse)

- **Drug Use:** Correct use of medicines for treatment.
- **Drug Misuse:** Wrong use without harmful intention (e.g., taking the wrong dose).
- **Drug Abuse:** Harmful use of drugs for pleasure (e.g., cocaine, tramadol, marijuana).

Consequences of Drug Abuse:

- **Physical:** Organ damage, malnutrition, accidents.
- **Mental:** Addiction, hallucinations, poor concentration.
- **Social:** Crime, cultism, broken families, poor academic performance.

INTEGRATED APPROACH TO HEALTH EDUCATION

- **Healthy families → fewer diseases → reduced drug abuse.**
- **Good sanitation & family health → reduced spread of communicable diseases.**
- **Awareness of drug abuse → safer schools and communities.**
- **Prevention is cheaper and safer than treatment.**

EVALUATION

1. Define family health and mention three of its aspects.

2. Distinguish between communicable and non-communicable diseases with two examples each.
3. Explain the differences between drug use, misuse, and abuse.
4. State three consequences of drug abuse.
5. How are family health, diseases, and drug abuse related?

ASSIGNMENT

- Write a short note on: **"The role of Health Education in promoting community development."**

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