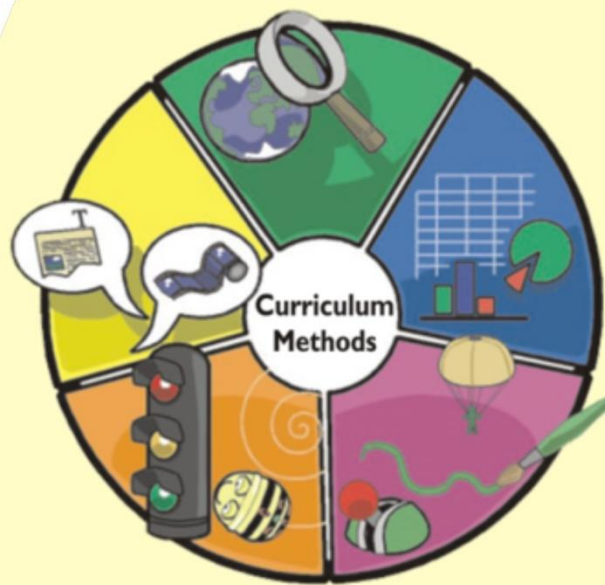


NATIONAL OPEN UNIVERSITY OF NIGERIA

# PED 271



## Primary School Physical and Health Education and Curriculum Methods **Module 1**

# **PED 271 (Primary School Physical and Health Education and Curriculum Methods)**

## **Module 1**

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## Unit I Nature and Scope of Physical Education

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### 1.0 Introduction

Running, walking and jogging are examples of physical activities that we are very familiar with and they are part of the Physical Education Programme.

In this unit, we shall explain the meaning of physical education and the unit will enable you to understand the nature and scope of physical education. Emphasis will be on physical education, instructional activity, adapted activity and recreational based activity. Also, we shall discuss in details the basic components of physical education programme in the school.

### 2.0 Objectives

At the end of this unit, you should be able to:

- explain physical education
- discuss the scope of physical education
- explain different types of activities in relation to movement.

### 3.0 Main Content

#### 3.1 Nature of Physical Education

Physical education is one of the several components of the general school curriculum. The importance of physical education in the school system cannot be underestimated. For example, physical education can contribute to the mental, physical and emotional well-being of the individual. Indeed the concept of 'a sound mind in a sound body' is derived from the foundations of physical education.

However, physical Education has undergone developmental changes both in concept and practice over the ages. During the colonial era, physical education was regarded as physical training and it was regimental in nature. Historically, physical education was initially perceived as *education for the physical* and it later graduated to become *education*. At that time physical was education concerned with exercises for the body in the school while education through the physical sees served as a means to the total education of the individual.

From the above perspective, we can correctly claim that physical education is education based on a common core of learning experiences planned on a sequential arrangement appropriate to the individual's stage of social, emotional, intellectual, and psychomotor development. On the other hand, physical education is that phase of education concerned with the teaching of skills, acquisition of knowledge, and development of attitudes through human movement. In short, physical education is the process of education that concerns activities which develop and maintain the human body.

### **3.2 Scope of Physical Education**

Scope of physical education simply means what the subject covers or its components. To a layman, physical education does not go beyond running and jumping but that physical education is far more than that. Physical education is a discipline that involves the use of the cognitive and psychomotor domains. It involves movement opportunities on land (terrestrial movement), in water (aquatic movement) and air (aerial movement). The movement opportunities on land are in sports such as football, handball, athletics, tennis, gymnastics, wrestling, etc. While the those in water are swimming, water pole, canoeing, diving, etc, Aerial movements are jumps, half turn in trampoline, tumbling and angular twist in diving, etc.

These movement opportunities are realized through the following methods: instructional, intramural, extramural, adaptive and recreational activities.

### **3.3 Instructional Activity**

This is the medium through which individuals acquire formal knowledge in physical education. Through this method the pupils are able to acquire knowledge, skills and attitudes thereby promoting their interests and values in the theory and practice of physical education.

### **3.4 Intramural Activity**

This is an aspect of physical education that deals with physical activities engaged in outside the classroom but within the school facility. The intramural period provides, opportunities for pupils to have more practice and improve on the skills learnt in the class. It allows pupils from the same class and also those from different classes to participate in any of the physical activities or sports together. It provides avenues such as inter-class and inter-house in games, athletics, gymnastics and sports for individual pupils to engage in. It provides firm and positive social interactions among pupils. Intramural activities promote friendship and self-esteem.

### **3.5 Extramural Activity**

Extramural activities are those aspects of physical education that entails organized physical activities such as sports, games and athletics that pupils engaged in out of the four walls of the school.

The extramural activities provide the pupils with good or excellent skills in the various sports to compete for laurels or excellence in such sports with other pupils from other schools. It encourages sports competition among schools, colleges and universities for those students anxious to train and compete on a collegiate level in such sports as volleyball, athletics, football, badminton, handball, weightlifting, etc. It is through the well planned extramural sports that the pupils/athletes are exposed to such sports where they now exhibit their skillful talents to the outside world.

### 3.6 Adapted Activity

Adapted physical activities are those physical activities for the physically challenged/handicapped set of people/pupils, the physically handicapped are a set of pupils that have one or more health problems that prevent such pupils from participating or taking part in the normal or regular physical education class. The physical activities for this set of pupils with physical disabilities are usually planned programme to meet their needs according to their disabilities.

Since we normally find some physically disabled pupils in the regular school, it is necessary for the physical education teacher to always make provision for them so as not to make them feel alienated from the class. This means that the physical education teachers have to understand the special requirements of handicapped pupils and be able to make both theory practical related in such a way that allow easy participation by the pupils.

#### Self-Assessment Exercise

1. List the means through which the objectives of physical education could be achieved.
2. Explain the scope of physical education.

### 3.7 Recreation Activity

Recreation activities are those activities performed by an individual during hours when he/she is not at work. It involves socially acceptable and worth-while activities in which person voluntarily participates during leisure/free hours and through which he or she has opportunities to develop physically, mentally, emotionally and socially (Bucher, 1979). Recreation education helps to teach people on how to utilize leisure hours in a useful or constructive way through careful selection of such activities in order to achieve self-satisfaction.

## 4.0 Conclusion

This unit addressed the nature and scope of physical education. The unit was able to explain the meaning of physical education and the means through which the movement opportunities are achieved.

## 5.0 Summary

This unit discussed the nature of physical education and scope of physical education. It went further to highlight the movement opportunities through which the objective of physical education could be achieved i.e.

- Instructional activity
- Intramural activity
- Extramural activity
- Adapted activity
- Recreation activity.

## 6.0 Self-Assessment Exercise

1. Write a brief note on the nature of physical education.
2. Explain the following terms:
3. Intramural
4. Extramural
5. Recreation.

## 7.0 References/Further Reading

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## Unit 2 Nature and Scope of Health Education

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### 1.0 Introduction

This unit will discuss the meaning of health and health education. In this unit you will also learn the components of health and the scope of health education and the relevance of health education in our school system in particular and in the society in general.

### 2.0 Objectives

At the end of this unit, you should be able to:

6. define health and explain health education
7. list the components of health education
8. explain the meaning and scope of health education.

### 3.0 Main Content

#### 3.1 Meaning of Health

The term health has being variously defined by authorities or people. According to Udoh (1993) health is a means to an end and not an end in itself. He also sees health as a condition or quality of life which enables one to meet his/her responsibilities effectively. Health varies from one person to another on daily basis in the same person or individual. The meaning that people ascribe to health could be as a result of past experiences.

However, out of the many different interpretations given as meaning of health by different authorities, the most widely accepted one is that of the World Health Organization as explained in 1945 that “health is a state of complete physical, mental and social well-being, not merely the absence of disease or infirmity. Thus one could see WHO definition of health with far reaching implications. For example, health is addressed in the physical, social, emotional and spiritual dimensions.

Furthermore, the definition also impresses on us that health is not just limited to when we are not sick alone that it is not the mere absence of disease or infirmity. It affects our physical, mental and social well-being. It is when we are physically, mentally and socially fit that we are able to cope with our daily tasks.

Again, we must be fit physically to withstand the rigours of life in our daily activities. We should be mentally and emotionally, stable before we can effectively cope with our daily work, the people around us and our environment while our social interaction with friends, neighbours, classmates and visitors must be cordial and ideal and at all times promote positive relationships.

Also, we should encourage living in a clean environment that promotes positive health attitudes and habits. Our life style should promote a good healthy living by staying away from risky behaviours that could endanger our life for example, smoking, alcohol and drug



abuse. We can gather from the explanations on what health is that health is dynamic and not static in nature.

It is evident that for one to live a healthy life, some factors do play some dominant roles. Such factors are heredity, environment, life style, available health care services and health education. The individual's health status or well-being largely depends on how well he is able to interact with these factors which are over 50% based on his habits.

### **3.2 Nature and Scope of Health Education**

Health education constitutes those activities you take part in or actions you take based on your health knowledge that has a direct bearing or influence on your health. In other words, health education is about the scientific and practical application of the health knowledge acquired or health information received. This knowledge or information is then used for day to day living. Such health knowledge is supposed to have direct positive influence on our life or habits.

Health education is broad in scope and could be seen from the following perspectives –

9. Personal hygiene
10. Food and nutrition
11. Exercise, rest and sleep
12. Safety and first aid
13. Prevention and control of diseases
14. Home, school and community health
15. Mental health
16. Body anatomy and physiology
17. Consumer health
18. A good knowledge of these areas in health education will encourage and promote positive health habits.

### **4.0 Conclusion**

To live a worthwhile life, knowledge of one's health is a major determinant. Also important is one's life style. This health knowledge influences our relationships, attitudes and habits. Many people take wrong health decisions because of lack of adequate knowledge, hence the importance of health education which is awareness oriented.

### **5.0 Summary**

In this unit, you have learnt about the meaning of health and its components. You also learnt about the meaning of health education and its scope. The unit also talked about the effect/impact of health education on the life of the individual.

## 6.0 Self-Assessment Exercise

19. Discuss the nature and scope of health education.
20. List and explain five identifiable areas of health education.
21. Explain the Term “health”.

## 7.0 References/Further Reading

Afuekwe, A. I. (1999). *An Introductory Textbook of Physical Education for Secondary Schools and Colleges*, Vol. 2. Calabar: JAB Publishers Ltd.

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## Unit 3 Factors Responsible for Poor Academic Achievement in Physical and Health Education

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### 1.0 Introduction

In the previous units, you were introduced to the nature and scope of physical and health education. This unit will discuss those factors or elements that either directly or indirectly are responsible for pupils' poor academic achievement in the subject, (Physical and Health Education). Such factors could be categorized into three broad areas such as the individual, learner, the learner's environment and the materials to be learned.

Note that, poor academic achievement in physical and health education is not limited to these factors that we shall examine in this unit. These factors have been identified as major causes of poor academic achievement in physical and health education and also in education generally.

### 2.0 Objectives

At the end of this unit, you should be able to:

- 22. explain the meaning of poor academic achievement in physical and health education
- 23. list the factors that are responsible for poor academic achievement of pupils in physical and health education in primary schools
- 24. suggest solutions to promote academic achievement in physical and health education in primary schools.

### 3.0 Main Content

#### 3.1 Factors Responsible for Poor Academic Achievement in Physical and Health Education

- 25. The individual learner
- 26. The learner's environment
- 27. The material to be learned.

#### 3.2 The Individual Learner

You will learn in this unit that learner's readiness to learn is a major factor in academic achievement in physical and health education and it has a lot to do with maturation. The learner has to grow and mature intellectually, physically and physiologically for every stage of learning before such a pupil/learner is exposed to the experience of learning.

Also, if the learning materials or the content or skill/topic to be taught is above the pupils intellectually, physical and physiological levels, he may find it difficult to cope or understand and it will impede his learning thereby leading to poor academic achievement. When pupils are taught skills or concepts in physical and health education that are above their level or

ability, the result is that they lose interest in taking part in such activity or topic thereby leading to poor achievement of such pupils/learners in such topic/skills.

When pupils are exposed to learning through such learning style that emphasizes teaching such (topics) academic achievement on the part of the pupils. At the primary schools level pupils most of the learning should be by seeing and not by hearing if achievement is to be high among the pupils.

As a teacher and in order to let the pupils learn maximally in the class, you must ensure that the pupils you are teaching must be ready and mature physically and intellectually for every stage of the learning process in physical and health education while the learning or teaching style must encourage effective learning in order for the pupils to improve on their academic achievement in Physical and Health Education.

### **3.3 The Learner's Environment**

The home and the school form learner's environment. The home forms the foundation where learning is laid since it is usually the child's first school.

You need to let the pupils know through your explanation that if the home environment is not conducive to growth, development and learning, it will definitely have a negative effect on the academic achievement of the pupils. What I am saying is that if the pupils do children need parental supports in terms of provision of food especially breakfast, required textbooks, payment of fees, basic school needs, supervision of child homework and interaction as these provisions will make children do well in school especially in a physical and health education subject.

When the school environment does not have structures, materials and personnel that can provide or offer very rich and stimulating experiences and learning opportunities the result is poor academic achievement on the part of the pupils.

Other factors within the school environment that have direct bearing on pupils' poor academic performance are non-qualified teaching staff, inadequate professional physical education teachers, inadequate learning materials/teaching materials, nonpayment of school fees by pupils, non-provision of in-service training for teachers and shortage of infrastructure-classrooms, library and laboratory for the pupils to do well in their study. The learning environment which is made up of the home and the school must make meaningful positive contribution toward the learning of the child so as to enhance better/good academic achievement on the part of the pupils.

### **3.4 The Materials to be studied**

The content to be taught by the teacher must be in consonance with the maturity level of the learners; otherwise teaching and learning may not be meaningful. If materials to be learnt are not related to pupils' intellectual and physiological capacities, these will hinder the pupils from learning which will definitely frustrate the pupils' attempts to learn thereby leading to their poor academic achievement in physical and health education. Etsey, Amedahe and Edjah (2004) pointed out that the following factors also do contribute to poor academic achievement of pupils in physical and health education:

28. class sizes

29. lack of home work
30. teacher's lateness and absenteeism
31. inability to complete syllabi
32. availability of teaching and learning materials and
33. use of teaching and learning materials.

Other factors are poor salary and poor supervision on the part of government agencies. Both professional and academic qualifications of teachers are also responsible for poor achievement in subjects on the part of the pupils.

## 4.0 Conclusion

The learner's environment such as home and school; and the materials to be learned are major contributory factors to pupils' poor academic achievement in physical and health education. Once the task/skill/topic to be learnt appears difficult and is above the learner's ability, a hostile environment at home and in the school, and inadequate learning materials, the effect is poor academic achievement on the part of the pupils.

## 5.0 Summary

You have learnt in this unit about the factors responsible for poor academic achievement of pupils in physical and health education. You learnt about how the learner's readiness, his home and school environments and the materials to be learnt affect the academic achievement of the pupils in a negative way.

## 6.0 Self-Assessment Exercise

34. List and explain five factors that hinder learning of physical health education in the primary schools.
35. How can pupils attain academic and professional achievement in physical and health education?
36. Explain the role of motivation in academic achievement.
37. Explain the relevance of the instructional materials to pupils academic achievement in PHE.

## 7.0 References/Further Reading

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## Unit 4 Study Habits and Academic Achievement in Physical and Health Education

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### 1.0 Introduction

In this unit, you will learn how to achieve success in PHE through the development of good study habits. This unit will introduce you to the approaches that you will take that will promote good study habits and the relationship between good study habits and better academic achievement in physical and health education subject.

### 2.0 Objectives

At the end of this unit, you should be able to:

- identify the various study habits applicable to Physical and Health Education,
- state the effects of study habits on pupils academic achievement in physical and health education.

### 3.0 Main Content

#### 3.1 Study Habits and Academic Achievements in Physical and Health Education

There is a strong relationship between good study habits and academic achievement in physical and health education. Therefore, what constitute good study habits in this unit can be categorized as:

- how much time pupils spent on homework
- the frequency involved in both study and discussion of the subject
- the number of exercises carryout each day at school and for home work.

Many experts in education are of the view that pupils that learn good study habits tend to perform better than the struggling pupils. For pupils to achieve highly in their study they must learn how to study more effectively since good study habits lead to better grades.

The following are pertinent to good study habits:

- time management, use your time well and find time to study
- completing task, i.e. ensure that you have a definite task to perform and see that it is accomplished
- practicalize your plan, make sure that you have a specific place for reading and ensure that the place is conducive for reading
- make sure that you have the capabilities to cope with your study timetable so as not to run into not being able to meet the demands arising from such study timetable

- develop an approach about how the task/skill/topic can be accomplished to promote excellent grade
- be prudent when it comes to time allocation to study
- regular class attendance-helps you as a pupil to have first-hand information on the topic been taught and assignments given by the teacher
- formation of study group(s)
- revision of topics taught at the end of each day
- lastly, you need to understand yourself as a learner and also the process involved in study.

## 4.0 Conclusion

Meaningful learning in physical and health education can be achieved when **good study**/habits are developed. Good study habits are determinants of whether one can succeed well in a unique subject such as physical & health education.

## 5.0 Summary

In this unit, you have learnt about good study habits and its relationship with academic achievements in physical and health education. The unit highlighted some study habits time management, completion of task, techniques used in accomplishing each task among other that promote excellent academic achievements in PHE.

## 6.0 Self-Assessment Exercise

1. List ten study habits that can be effectively used for effective
2. learning by pupils in physical and health education
3. Write short notes on any five ways or methods that PHE pupils can employ in doing excellently well in PHE.
4. Identify causes of poor academic achievement among physical and health education pupils and steps to take in correcting them.

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