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Methods of Teaching
PHYSICAL
& HEALTH
EDUCATION
IN NIGERIAN SECONDARY SCHOOLS

Edited by

Prof. A. A. Adesoye, Prof. O. O. Obiyemi,
Prof. E. A. Ogunsakin & Dr. R. A. Shehu

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PREFACE

The importance of reading materials in the school system cannot be overemphasized. Yet, there is short supply of textbooks in our tertiary institutions of learning. This is because most students in tertiary institutions scarcely buy textbooks and this is why authors and publishers produce more of primary and secondary school textbooks. Unlike in the olden days, when overseas textbooks came to the country in large numbers, the case is no longer so now because of high exchange rate of the Naira. Many of the available books on teaching methodology have been written on general methods of teaching while few have been on specific subject methodologies. This book is written to close the gap.

The book deals with both the foundation and methodologies of individual school subjects like physical education and health education. It is organized around seven chapters as indicated below:

- a) Lesson Notes preparation in different subject areas; types of lesson notes: tabular and prose formats with emphasis laid on the tabular format for its usefulness both to the teacher, the students and the teaching process.
- b) Post analysis of observation and previous peer teaching experiences
- c) Appraisal of the school certificate syllabus in appropriate subject areas.
- d) Current innovations in appropriate subject areas.
- e) Guiding principles for selection of textbooks inappropriate subject areas.
- f) Problems and prospects of teaching each of the subjects
- g) Some methods of teaching each of the subjects, at least three methods, each depicting three approaches to teaching (teacher-centred, learner centred and both teacher and learner-centred approaches)

The major aim of the book is to highlight how knowledge about subjects contributes to their effective teaching. Therefore, the history and nature of the subjects and their philosophy are brought in contact with the teaching of the subjects. The premise upon which the book is based is that the teaching of a subject can be improved upon, if it is infused with its historical, philosophical and curricula dimensions. It is also based on the conviction that the learning of a subject needs to be accompanied by self-assessment or review questions designed to facilitate the revision of the content of each chapter and ensure effective learning. Also, each chapter is accompanied by a list of references which students can consult for further study.

Realizing the importance of teaching methodologies in the training of teachers, and especially, the interrelationship between methodology courses and the practical aspect of teaching, the Faculty of Education, University of Ilorin constituted a sub-committee to organize the production of standard textbooks on subject methodologies. The books are in series; this one on Physical and Health Education subjects is one of them, written by professionally qualified lecturers in the Faculty on each teaching subject.

I therefore, recommend this book to all practicing teachers in the secondary schools and the pre-service teachers in the Colleges and Faculties of Education in Nigeria and abroad.

Prof. Alice Arinlade Jekayinfa

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TEACHING HEALTH EDUCATION

BY

**THE DEPARTMENT OF HEALTH PROMOTION AND ENVIRONMENTAL
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ILORIN, NIGERIA**

Edited by

**Prof. E. A. Ogunsakin
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GUIDING PRINCIPLES FOR SELECTION OF TEXTBOOKS IN HEALTH EDUCATION

Dr. O. A Onifade, & Mrs. James J. Felicia

Introduction

Textbook is one of the teaching and learning items in Health Education, although, students can learn in different environment, and from different learning sources which include the use of electronic textbooks (e-textbooks). It is not only the learners (students) that use textbooks but it also guide and direct teachers too. Therefore, the quality of textbooks to be selected for both teaching and learning must be of standard form. A standard textbook will promote students' ability to learn.

Hence, writing a textbook of reading in Health Education deserves a greater attention. A standard textbook in Health Education is expected to arouse the interest of the learners (students), engage them in some exercise and involve them in learning process that is interactive in nature.

Objectives

By the end of this discussion,

1. Students should be able to select standard textbooks in Health Education for easy learning of contents in the curriculum;
2. Teachers should be guided in selecting quality textbooks for their teaching;

The Concept of Health and Health Education

Health is the level of functional or metabolic efficiency of living organism. In human beings it is the ability of individuals or communities to adapt and self-manage when facing physical, mental or social challenges. Nonetheless, the World Health Organization WHO (1948) defined health as a state of complete physical, mental and social well-being of an individual and not merely the absence of disease. The phrase in the WHO definition "state of complete" has brought confusion and controversy to readers and health workers. The controversy and confusion is that there is no individual that could be healthy physically, mentally, emotionally and socially at the same time. Meaning that at a point in time, one may be healthy physically and sick socially, healthy mentally and sick physically, vis a vis. Other definitions that

will not signify healthiness in the physical, social and mental health at the same time could be embraced.

Health Education simply put, is educating people about their health. The act of persuading people to embrace positive health behaviour and do away with negative health behaviour that could be detrimental to their health. Positive health behaviour include; eating adequate diet, having adequate hour of sleep, engaging in regular exercise, avoiding cigarette smoking and alcohol consumption to mention but a few of them. Negative health behaviours are the opposite of the few ones mentioned above.

There are many textbooks that could be read for learning and for improving one's health. The following are the guiding principles for selection of textbooks in health education;

- Content
- Learning and Teaching
- Structure and Organization
- Language
- Textbook Layout (for printed textbooks only)
- Pedagogical use of e-features (for e-textbooks only)

Content

A textbook in Health Education must manifest the four components of the curriculum (aims, content, learning/teaching, strategies and assessment) for the purpose of the students learning.

1. The aims and objectives of the textbooks must be in line with the curriculum
2. The content should be current. Information and data are relevant and accurate
3. Sources of information should be well indicated
4. Concepts are correct and precise. Adequate examples and illustration should be given in the text. Such examples should arouse students' interest and relevant to students' experience. In the development of concepts, new ones are built on old ones and are introduced when and where appropriate
5. In selecting quality Health Education textbook, appropriate consideration is given to students prior knowledge and learning experiences
6. The content in a good Health Education textbook must encourage and facilitate students to read larger amount of materials on their own.

Learning and Teaching

Learning may be held to be an inference from some performance of the organism manifesting a change of behaviour. Teaching is passing certain knowledge/information to individual/group of learners. In any quality

Health Education textbook, there should be balanced coverage of cognitive skills of all levels (skills in information gathering, remembering, focusing and organizing to mention but a few of them. For any good Health Education text;

1. The content is arranged in a sequence so that they could be linked together and also can be used independently.
2. In such textbook students guide are included and students/learners activities included.
3. The text should contain thinking skills which require analysis, evaluation, judgment and not just recalling and comprehension of facts. Also, the consideration of learners' ability and individual differences.
4. The quality Health Education book should involve students in less structured problems and more open-ended questions and further studying/reading
5. The learning activities should be interesting and have clear instructions.
6. Evaluating activities to be included to allow students to evaluate what is read.

Structure and Organization

Health Education textbooks should be arranged in sequential order of the curriculum. For example, from known to unknown content that will facilitate easy and fast learning.

1. The organization of the content should be sequential, systematic and logical enough to promote learning efficiency.
2. The structure is made very clear through the table of content, chapter titles, headings and outlines.
3. At the beginning, of every chapter, there should be summary of objectives to be covered and a summary at the end of each chapter of what was learnt in the chapter. Also, at the beginning of each chapter, the way and the manner to use the book should be made available.

Language

The language used in any health education textbook should basically be simple and commensurate with the level of learners.

1. The language in any good Health Education textbook should be precise and accurate.
2. Student/learner are provided with the meaning and usage of each vocabulary in the passage.
3. Languages students are familiar with and that could be interesting to learner and used. The text is related to what students know before. The text should facilitate students to learn directly and independently.

Textbook layout

1. The materials in the text should be well organized. Space and margin should be well managed for easy reading of the text. No blank space should be left in between the text.
2. Photograph, pictures and graphs should be well introduced into the text and should be adequate and accurate and made easy for learning.
3. The textbook should not be overweight that could discourage learners to pick easily and read. Hence, light weight paper should be used.
4. The sources of all information in the text should be identified and mentioned at the reference page.
5. The same font size should be used from the beginning to the end of the text.

Pedagogical Use of E-features (for e-textbook only)

1. The glossary of terms are related to the objectives in the curriculum.
2. Pictures, photographs, graph and video chips should be relevant, accurate and effective (to the aims/objective in the curriculum) and facilitate learning.
3. Special terms in the textbook should be accessible free online by learners.
4. Demand of learners related to online is on the text should always be made available.

Conclusion

The guide principles of textbook in Health Education should facilitate students learning skills and efficiency in studying.

Activity

1. What is your concept of health and Health Education?
2. Identify and explain briefly the guiding principles for selection of textbooks in Health Education.
3. Explain the expected layout qualities in Health Education textbooks.

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