



# MINISTRY OF EDUCATION



REPUBLIC OF GHANA

## Physical Education and Health (Core)

For Senior High Schools

**Teacher Manual**

**Year One - Book Two**



**NATIONAL COUNCIL FOR  
CURRICULUM & ASSESSMENT  
OF MINISTRY OF EDUCATION**

## **PHYSICAL EDUCATION AND HEALTH (CORE) TEACHER MANUAL**

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# INTRODUCTION

The National Council for Curriculum and Assessment (NaCCA) has developed a new Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technology, Engineering and Mathematics (STEM) Curriculum. It aims to ensure that all learners achieve their potential by equipping them with 21<sup>st</sup> Century skills, competencies, character qualities and shared Ghanaian values. This will prepare learners to live a responsible adult life, further their education and enter the world of work.

This is the first time that Ghana has developed an SHS Curriculum which focuses on national values, attempting to educate a generation of Ghanaian youth who are proud of our country and can contribute effectively to its development.

This Book Two of the Teacher Manual for Physical Education and Health (Core) covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively teach Year One of the new curriculum. It contains information for the second 13 weeks of Year One. Teachers are therefore to use this Teacher Manual to develop their weekly Learning Plans as required by Ghana Education Service.

Some of the key features of the new curriculum are set out below.

## Learner-Centred Curriculum

The SHS, SHTS, and STEM curriculum places the learner at the center of teaching and learning by building on their existing life experiences, knowledge and understanding. Learners are actively involved in the knowledge-creation process, with the teacher acting as a facilitator. This involves using interactive and practical teaching and learning methods, as well as the learner's environment to make learning exciting and relatable. As an example, the new curriculum focuses on Ghanaian culture, Ghanaian history, and Ghanaian geography so that learners first understand their home and surroundings before extending their knowledge globally.

## Promoting Ghanaian Values

Shared Ghanaian values have been integrated into the curriculum to ensure that all young people understand what it means to be a responsible Ghanaian citizen. These values include truth, integrity, diversity, equity, self-directed learning, self-confidence, adaptability and resourcefulness, leadership and responsible citizenship.

## Integrating 21<sup>st</sup> Century Skills and Competencies

The SHS, SHTS, and STEM curriculum integrates 21<sup>st</sup> Century skills and competencies. These are:

- **Foundational Knowledge:** Literacy, Numeracy, Scientific Literacy, Information Communication and Digital Literacy, Financial Literacy and Entrepreneurship, Cultural Identity, Civic Literacy and Global Citizenship
- **Competencies:** Critical Thinking and Problem Solving, Innovation and Creativity, Collaboration and Communication
- **Character Qualities:** Discipline and Integrity, Self-Directed Learning, Self-Confidence, Adaptability and Resourcefulness, Leadership and Responsible Citizenship

## Balanced Approach to Assessment - not just Final External Examinations

The SHS, SHTS, and STEM curriculum promotes a balanced approach to assessment. It encourages varied and differentiated assessments such as project work, practical demonstration, performance assessment, skills-based assessment, class exercises, portfolios as well as end-of-term examinations and final external assessment examinations. Two levels of assessment are used. These are:

- Internal Assessment (30%) – Comprises formative (portfolios, performance and project work) and summative (end-of-term examinations) which will be recorded in a school-based transcript.
- External Assessment (70%) – Comprehensive summative assessment will be conducted by the West African Examinations Council (WAEC) through the WASSCE. The questions posed by WAEC will test critical thinking, communication and problem solving as well as knowledge, understanding and factual recall.

The split of external and internal assessment will remain at 70/30 as is currently the case. However, there will be far greater transparency and quality assurance of the 30% of marks which are school-based. This will be achieved through the introduction of a school-based transcript, setting out all marks which learners achieve from SHS 1 to SHS 3. This transcript will be presented to universities alongside the WASSCE certificate for tertiary admissions.

### **An Inclusive and Responsive Curriculum**

The SHS, SHTS, and STEM curriculum ensures no learner is left behind, and this is achieved through the following:

- Addressing the needs of all learners, including those requiring additional support or with special needs. The SHS, SHTS, and STEM curriculum includes learners with disabilities by adapting teaching and learning materials into accessible formats through technology and other measures to meet the needs of learners with disabilities.
- Incorporating strategies and measures, such as differentiation and adaptative pedagogies ensuring equitable access to resources and opportunities for all learners.
- Challenging traditional gender, cultural, or social stereotypes and encouraging all learners to achieve their true potential.
- Making provision for the needs of gifted and talented learners in schools.

### **Social and Emotional Learning**

Social and emotional learning skills have also been integrated into the curriculum to help learners to develop and acquire skills, attitudes, and knowledge essential for understanding and managing their emotions, building healthy relationships and making responsible decisions.

### **Philosophy and vision for each subject**

Each subject now has its own philosophy and vision, which sets out why the subject is being taught and how it will contribute to national development. The Philosophy and Vision for Physical Education and Health (Core) is:

**Philosophy:** The Philosophy underpinning the physical education and health (PEH) curriculum is every learner can develop their potential to the fullest within a conducive environment supported by skilled teachers. Every learner needs to be equipped with the relevant skills and competencies to support healthy living and to be able to further their education or proceed to the world of work.

**Vision:** Learners are equipped with relevant PEH knowledge, skills and competencies to progress and succeed in further studies, the world of work and adult life. Also, it is aimed at equipping all learners with the 21st Century skills and competencies required to be responsible citizens and life-long learners. Through this core PEH subject, SHS graduates will be prepared to become effective, engaging, and responsible citizens at the learn and participate in physical education and health activities. This will enable them to engage in national physical activity and sport for health development activities

## SUMMARY SCOPE AND SEQUENCE

S/N	STRAND	SUB-STRAND	YEAR 1			YEAR 2			YEAR 3		
			CS	LO	LI	CS	LO	LI	CS	LO	LI
1.	Physical Activity and Health	Career Pathways in Physical Activity and Sports	1	1	2	-	-	-	-	-	-
		Traditional Dances	1	1	4	-	-	-	-	-	-
		Gymnastics	1	1	3	-	-	-	-	-	-
		Organized Sports Participation	1	1	8	1	1	12	1	1	7
		Health and Wellness	1	1	6	1	5	8	5	6	11
		Long Distance Events	-	-	-	1	1	1	-	-	-
		Traditional Games	-	-	-	1	3	3	1	2	2
		Recreational Activities	-	-	-	-	-	-	1	1	4
<b>Total</b>			<b>5</b>	<b>5</b>	<b>23</b>	<b>4</b>	<b>10</b>	<b>24</b>	<b>8</b>	<b>10</b>	<b>24</b>

### Overall Totals (SHS 1 – 3)

Content Standards	<b>17</b>
Learning Outcomes	<b>25</b>
Learning Indicators	<b>71</b>



# SECTION 5: FOOT GAMES IN PHYSICAL EDUCATION AND HEALTH

Strand: **Physical Activity and Health**

**Sub-Strand:** Organised Sports Participation

**Content Standard:** Demonstrate the ability to apply various skills in organised sports (e.g. football, handball, etc.)

**Learning Outcome:** *Demonstrate the ability to use foundational skills in performing organised team sports (e.g. football, handball, etc.)*

## INTRODUCTION AND SECTION SUMMARY

Football, also known as soccer in some countries, is a team sport played between two teams of eleven players each. The objective of the game is to score goals by getting the ball into the opposing team's goal using mainly the feet and sometimes the head or torso. This section covers some basic skills in football that will equip learners with the skills needed to play and enjoy the game. Skills covered include passing and receiving, dribbling and shooting. Passing involves accurately moving the ball to a teammate, while dribbling is controlling the ball, and shooting is the act of kicking the ball towards the goal to score. The acquisition of these fundamental skills can go a long way in influencing learners to develop and shape their understanding, attitude and interest towards the game. Learning, knowing and practising these skills will provide learners with a better understanding of the game and also put them in a position to develop a love for the game.

The weeks covered by the section are:

### **Foot Games**

**Week 12:** Identify the types of basic skills in football and apply them in a game of football (passing and receiving in football).

**Week 13:** Identify the types of basic skills in football and apply them in a game (dribbling in football).

**Week 14:** Identify the types of basic skills in football and apply them in a game of football (shooting in football).

## SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical approaches cover different approaches to teaching the concepts of football, such as talk for learning which involves engaging learners to talk during lessons. This helps to build learners' communication skills. Collaborative learning encourages learners to accept other learners as they work in mixed-ability and mixed-gender groups to share ideas on various concepts. Incorporating analytical skills, critical thinking and creativity into the lesson delivery will boost learners' progression and confidence levels. This section also gives learners the opportunity to watch video content on passing and receiving, dribbling and shooting in football. In addition, gifted learners should be given additional responsibilities such as group leaders supporting other learners to understand the concepts being taught.

## **ASSESSMENT SUMMARY**

Assign tasks to cover passing and receiving in football. Take into consideration the levels of proficiency of the learners and the depth of knowledge required. This should be done through group activities, collaboration, mixing genders, performances and project-based work. Accept varying responses such as oral descriptions or practical performances. Develop rubrics to score individual, group and practical activities.

**WEEK 12**

**Learning Indicator:** *Identify the types of basic skills in football and apply them in a game of football (Passing and receiving in football).*

**Theme or Focal Area: Passing and Receiving in Football****Passing and Receiving****Introduction**

Passing and receiving are fundamental skills in football (soccer) that allow players to move the ball effectively and work together as a team. Passing is the act of kicking the ball to a teammate, while receiving is the act of controlling a passed ball. To play the game effectively, players must be able to **pass** the ball accurately and **receive** it with precision.

**a. Passing and Receiving**

- i. **Passing:** This involves kicking the ball with accuracy and appropriate force to a teammate. The aim is to keep possession and create scoring opportunities.
  - **Types of passes:** The different types of passes in football are the ground pass, lofted pass, through ball pass and cross pass. Each of these passes serves a different strategic purpose during a game of football. The passes could be short or long and require very good technique, timing and vision to execute them effectively. Passing is important because it allows the ball to move around the field faster and with less effort among teammates.
    - o **Ground pass:** A ground pass is a basic passing technique where the player kicks the ball along the ground to a teammate. It is one of the most common types of passes used in the game of football. Ground passes are typically used for short to medium distances and are effective for maintaining possession, circulating the ball and building up play. Ground passes are often used in combination with other passing techniques to create effective team movement on the field of play.
    - o **Lofted pass:** This is a passing technique where the player lifts the ball into the air over a short to medium distance to reach a teammate. Unlike the ground pass, which travels along the ground, the lofted pass curves through the air. This pass is useful for bypassing opponents or for reaching teammates who are farther away or in a position where the ground pass will be very difficult to execute.
    - o **Through ball pass:** This is a pass where the player plays the ball into space behind the opposing team's defensive line for a teammate to run onto. It is a penetrative pass that is commonly used to break through defensive lines and create one-on-one situations between the attacking player and the goalkeeper.
    - o **Cross pass:** This is a pass where the player delivers the ball into the opponent's penalty area, aiming to find a teammate who can score with a header or a volley. Crosses are usually delivered from the flanks, that is either from the near touchline or after dribbling towards the goal line. They can be played along the ground or lofted into the air.
    - o **Inside foot or instep pass:** This is the most common type of pass, using the inner curved edge of the foot for better accuracy and control.
    - o **Lace pass:** This uses the top part of the foot for powerful and long-distance passes.
    - o **Outside foot pass:** This uses the outer part of the foot, often for curve or surprise passes.

- ii. **Receiving:** This involves controlling or cushioning the ball when it is passed to a player. Proper receiving ensures that you maintain control and can continue the play.
- **Parts of the foot for receiving a pass:** Parts of the foot that can be used to receive a pass are the instep or inside of the foot, outside of the foot and the sole of the foot. The part of the foot used to receive the ball depends on the situation and the technique used by the passer. Each part of the foot offers different advantages in terms of touch, control and accuracy and players often use a combination of these techniques depending on the situation during the game.
  - **Other parts of the body:** Other body parts for receiving a pass during a game include the thighs, chest, head and shoulder. Using these parts depends on the angle and height of the ball during the pass.



**Fig 12.1:** *Passing and receiving in football*

Sources: *Maboloveet.live. 2021; Warriorseslitesoccer.com*

#### b. Techniques for Passing

- Body position:** Face your target (partner), with your non-kicking foot pointed in the direction you want the ball to go.
- Position of non-kicking foot:** Place the non-kicking foot closer to the ball sideways.
- Withdrawal of kicking foot:** Send the kicking foot backwards.
- Kicking motion:** Keep the kicking foot low, kick the ball with the instep and follow through. For instep or inside foot passes, keep the ankle locked and use a sweeping motion.
- Accuracy over power:** Focus on the ball reaching the target rather than kicking hard.

#### c. Techniques for Receiving

- Get in position:** Move towards the ball to meet it. Don't wait for the ball to come to you.
- Cushion the impact:** Relax your receiving foot and let it give slightly as you make contact with the ball i.e. allow your foot to move backwards slightly and quickly in response to the impact.
- Use different parts of the body:** You can receive the ball with your foot (instep, outside, laces), thigh, chest or head, depending on the situation. The most common technique is to use the instep.
- Control the ball:** Aim to keep the ball close to you after receiving it, so you're ready to make your next move.

#### d. The Importance of Passing and Receiving in Football

- Teamwork and collaboration:** Passing and receiving fosters teamwork by allowing players to work together, share the ball and create scoring opportunities. Good passing and receiving skills build chemistry and trust among team members.

- ii. **Ball possession:** Effective passing and receiving helps to maintain possession of the ball. Teams that can retain possession have more control over the game's pace and flow.
- iii. **Creating opportunities:** Accurate passing and receiving can open up scoring chances by advancing the ball to teammates in strategic positions. Quick and precise passing and receiving can break through defensive lines and create goal-scoring opportunities.
- iv. **Field coverage:** Passing and receiving allows teams to utilise the entire field, spreading out opponents and creating space. It helps players transition from defence to attack smoothly.
- v. **Flexibility and adaptability:** With solid passing and receiving skills, players can adapt to various game situations, whether they are to transition quickly or hold onto the ball under pressure.
- vi. **Breaking down defences:** Effective passing and receiving helps break down organised defences. By moving the ball quickly and intelligently, teams can find gaps and create scoring chances.
- vii. **Control and stability:** These skills allow players to maintain control of the ball, reducing turnovers (loss of possession) and errors. A well-received pass provides the foundation for the next play.
- viii. **Communication and strategy:** These skills encourage communication among players, allowing them to coordinate movements and strategies on the field. This communication is key to successful teamwork.
- ix. **Building confidence:** As players become proficient at passing and receiving, their confidence grows, enhancing their overall performance. Confidence in these skills leads to more ambitious plays and creativity on the field.
- x. **Transition play:** Passing and receiving is critical for transitioning from defence to attack. It enables teams to move the ball quickly and efficiently, changing the game's situation.

### Learning Tasks

1. Describe how to pass and receive the ball in football.
2. Explain the importance of passing and receiving in football.
3. Demonstrate how to pass and receive the ball in football.

### Pedagogical Exemplars

#### a. Starter/Warm-up Activity

In groups, learners form circles and have partners facing each other. Each group has one soccer ball. Learners jog on the spot or do light exercises (such as jumping jacks or high knees) while catching and throwing the ball back and forth to their partner. Upon catching the ball, they throw it to the closest neighbour opposite in a zigzag motion and from one end to the other. Every 30 seconds, they switch partners by having everyone move one spot to the left, creating new pairs. Learners continue passing and receiving while maintaining a steady rhythm. This dynamic warm-up encourages constant movement and communication while allowing learners to work with different partners, preparing them physically and mentally for the main football training session.

#### b. Main Activity: Passing and Receiving in Football

- i. **Partner Passing Drill:** Pair up learners. Partners stand about 4m apart and pass the ball to each other, focusing on accuracy and control. Increase the distance gradually to 6m, 8m and then 10m or more to suit learners' skill level. Make accommodations for learners with low abilities. Ensure mixed-gender pairings to promote inclusivity and consider separate

instruction if comfort levels differ. For learners with varying abilities, pair them with a partner of similar skill level to build confidence while more skilled learners work on advanced techniques, such as controlling the ball with their weaker foot. The highly skilled learners can also support the less skilled ones while respecting their abilities and efforts. Create a social and emotional supportive environment by encouraging positive feedback and patience from all participants, helping those with anxiety or low confidence to feel more comfortable in the drill.

- ii. **Circle Passing Drill:** In groups, create a circle of learners and guide them to pass the ball around the circle. This helps with passing accuracy and communication. Reduce the circle's size to shorten passing distances, allowing less skilled learners to stand closer to each other. Address gender differences by promoting an equal distribution of boys and girls in the circles to ensure everyone participates equally. Encourage advanced learners to perform more complex passes such as using both feet while those who need more assistance focus on basic inside-foot passes. Encourage positive communication among learners by creating a collaborative environment where everyone feels included, ensuring that quieter learners are engaged and not overlooked. Use balls with different sizes and weights to ensure inclusion.

- iii. **Passing Through Cones:** In groups, learners set up cones to form small goalposts. Learners pass the ball between the cones to their partners, emphasising precision.

Increasing the cone spacing or reducing it requires accuracy. To address gender differences, create a comfortable environment where all learners are encouraged to participate equally, allowing for gender-specific grouping if needed for initial comfort. For varying abilities, adapt the challenge by adjusting the cone distances or allowing for more flexibility in passing style for beginners. Encourage advanced learners to pass with more precision or use their weaker foot. To support social and emotional issues, focus on encouraging learners and celebrating small achievements, helping those with confidence issues to feel valued and supported.

- iv. **Receiving with Movement:** Learners move around a designated area while receiving passes from a partner. This adds a dynamic element and teaches them to control the ball on the move. Ensure inclusive participation and consider mixed-gender pairs to foster teamwork. Pair learners with different abilities with those with similar skill levels to ensure a balanced experience while giving additional support to those who need it. Challenge more advanced learners with faster or more varied passes. For those with social and emotional issues, encourage supportive interactions and create a non-competitive environment to reduce stress. Also, promote collaboration and patience to help learners feel at ease as they improve their receiving skills.

#### c. Mini Game

**Small-Sided Games:** Split the groups into sides. Organise small-sided games (5x5 or 6x6) depending on class size and available balls) to give learners a chance to practise passing and receiving in a game context.

Emphasise Teamwork and encourage learners to communicate and work together to pass the ball effectively.

#### d. Cool Down

Learners jog slowly from one demarcated point to another while adding some dynamic arm movements. Feel free to apply what best suits your situation. Monitor learners to ensure respect for each other's space and accommodation of their activities.

#### e. Closure

In a free-standing formation, encourage learners to practise regularly and apply what they have learnt in both practice and game situations. Mastering passing and receiving takes practice and patience. By following these steps, learners will gain a strong foundation in these essential



football skills. Encourage learners to ask questions or share their experiences with the whole class. Task learners to research, read and watch videos on dribbling to get a fair knowledge about skill before the next lesson.

### Key Assessment

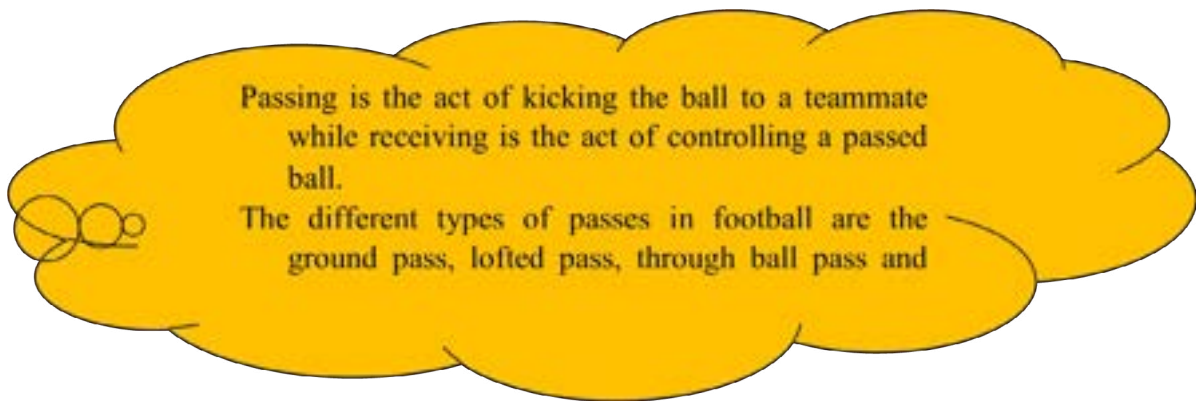
**Level 1:** Identify the types of passing and receiving techniques in football.

**Level 2:** Describe how to give and receive a pass in football.

**Level 2:** Describe the importance of passing and receiving in football.

**Level 3:** Demonstrate three passing and three receiving techniques in football.

**Level 4.** Demonstrate passing and receiving techniques in a real-game situation.



### References

1. Maboloveet.live. (2021. [https://maboloveet.live/product\\_details/31697366.html](https://maboloveet.live/product_details/31697366.html))
2. Warriorselitesoccer.com.<https://warriorselitesoccer.com/supplemental-monthly-soccer-training/>

## Week 13

**Learning Indicator:** *Identify the types of basic skills in football and apply them in a game (dribbling in football).*

### Theme or Focal Area: **Dribbling in Football**

#### **Dribbling**

##### **Introduction**

Dribbling is one of the most useful attacking moves in football. Dribbling is the act of moving the ball by tapping it repeatedly with the feet. It is a skill that requires agility, coordination and spatial awareness for its effective execution.

With this skill, players attempt to propel the ball in the field of play towards the opponents' goal. Dribbling involves a wide range of manipulative tricks and feints to outwit an opponent and keep possession of the ball.

##### **a. Terms in Dribbling**

- i. **Dribble:** The act of moving the ball past opponents while maintaining control.
- ii. **Feint:** A deceptive movement or a fake move to mislead opponents.
- iii. **Stepover:** A skill where a player quickly moves one foot around the ball before swiftly moving over it with the other foot. It is often used to deceive defenders.
- iv. **Nutmeg:** Passing the ball through an opponent's leg.
- v. **Cutback:** Quickly changing direction with the ball to avoid or dodge defenders.
- vi. **Inside Cut:** Cutting the ball outside with the inside of the foot to change direction.
- vii. **Outside Cut:** Cutting the ball with the outside of the foot to change direction.
- viii. **Body Feint:** Using body movement to deceive opponents.
- ix. **Drag Back:** Pulling the ball back with the sole of the foot to change direction or elude a tackle.
- x. **Cruyff Turn:** A move named after a Dutch football legend Johan Cruyff involving a quick 180-degree turn to change direction.

##### **b. Techniques for Dribbling**

- i. **Close control dribble:** Keeping the ball very close to the feet with short touches to navigate through tight spaces and avoid defenders.
- ii. **Speed dribble:** Pushing the ball forward with long strides while running at high speed and using the pace to beat defenders.
- iii. **Stepover:** Pretending to take a step in one direction with one foot then quickly shift the weight and push the ball in the opposite direction with the other foot.
- iv. **Body feint:** Using the body to fake a move in one direction before quickly shifting the weight and dribbling in another direction.
- v. **Elastico (flip flap):** Quickly pushing the ball to one side with the outside of the foot, then use the inside of the same foot to flick the ball in the opposite direction.
- vi. **Cruyff turn:** Faking a pass or shot by pushing the ball behind your standing leg with the inside of the other foot, then quickly turn and dribble in the opposite direction.
- vii. **Ronaldo's chop:** Quickly shifting your weight and chop the ball across the body with the inside of the foot to change direction.



- viii. **360 degree turn:** Spinning the body 360 degrees while keeping the ball close to the feet to evade defenders.
- ix. **Stop and go:** Suddenly stopping while dribbling to throw off defenders, then quickly accelerating in a different direction.
- x. **Combination moves:** Combining multiple dribbling techniques in quick succession to create unpredictable movements that confuse defenders and create space to shoot or pass the ball (e.g. combining speed dribbling with flip-flap moves or close control dribbling with stop and go, to change direction).



**Fig.13.1:** Dribbling

**Sources:** X.com; Blog.overtimeathletes, 2018; M.allfootballapp.com; Liverpool.com.

### Learning Tasks

1. Describe how to dribble the ball in football.
2. Explain the importance of dribbling the ball in football.
3. Demonstrate how to dribble the ball in football.

## Pedagogical Exemplars

### a. Starter /Warm-up Activity

#### *Here, There, Where*

As a whole class activity, learners stand freely on the field facing the direction of the teacher. Shout or call sharply '**Here**' and all learners run towards you. The teacher calls '**There**' and all learners scatter running towards the direction you point to. As soon as you call '**Where**', all learners respond by skipping (without the rope) on the spot where they are.

**Note:** Teachers have the option to choose their own activities as a starter and warm-up.

### b. Specific Warm-up

Select a learner/learners to lead the class through a specific warm-up. Guide the leader/leaders to engage the class in leg swings, kicks and lunges to help increase blood flow and flexibility.

### c. Main Activity: Dribbling In Football

#### Collaborative learning

- i. **Basic ball familiarisation:** Pair up learners and give them balls to practise the skills learnt from the previous week. Allow learners time to familiarise themselves and get comfortable with the ball with little interference. Ensure mixed-gender pairings to promote inclusivity.
- ii. **Demonstrate proper technique:** Show learners how to properly dribble the ball using the instep of the foot. Emphasise keeping the ball close to the foot at every dribble and keeping the head up while dribbling to see the field and opponents. Allow learners to ask questions for clarification.
- iii. **Stationary dribbling drill:** In groups, learners practise dribbling while standing still by kicking the ball between both feet without any forward movement (learners simply use the inner parts of both feet to kick the ball side and side or left and right). This allows learners to focus on the ball control and master the basic technique. Guide learners to practise this at varying speeds.
- iv. **Moving dribbling drills:** In groups, learners dribble the ball slowly within a demarcated area with small, control touches to keep the ball close to their feet. Create a social and emotional supportive environment by giving positive feedback to help those with anxiety or low confidence levels to feel more comfortable performing the drills and the talented be given the room to do more. For learners with mixed abilities and who may have challenges controlling the ball, provide additional support by offering guided practice and individualised feedback.
- v. **Obstacle courses:** Set up a simple obstacle course with cones or markers 1m apart in a straight line. Place learners in appropriate groupings based on their abilities. Guide learners to navigate through or weave in and out of the cones, focusing on control and agility. Provide positive guidance and feedback as learners practise supporting them to improve and correct any mistakes. Gradually increase the difficulty of drills and activities as learners improve. Introduce more complex dribbling moves and challenges to continue their development. Learners who are very skilful and talented should be allowed to perform the drills using their full potential. They should also be asked to provide assistance to their colleagues who require additional support. Learners with moderate skills should be encouraged to perform at their maximum level to improve at their own pace. Learners who are less skilful should be assisted by the teacher or their colleagues to improve upon their level at their own pace, being mindful of safety.

### d. Project-Based Learning

Put learners into appropriate groupings, to practise the types of dribbling in football. Learners keep a record of their practice in their portfolios for evaluation. The proximity of learners should be taken into consideration in forming the groupings.

**e. Mini Game: 1 vs 1 Drill**

Divide the class into two groups of 'A' and 'B'. Let each member of group 'A' pick a member in group 'B' as an opponent. Demarcate a 10 by 15-metre area. Create a mini goal by placing two cones each 1 metre apart at each end of the demarcated area. Let each pair contest among themselves by dribbling the ball past their opponents to score in the mini-goal within 30 seconds. Learners count the number of successful dribbles and goals to determine the winner at the end of the contest.

**f. Closure**

In a free-standing formation, learners reflect on their performance of the dribbling skills, analysing aspects they were able to master well and those they found challenging, and how to perfect them. Encourage learners to ask questions or share their experiences with the whole class. Motivate learners to practise the skills learnt regularly and apply them in game situations. Celebrate successes and milestones, no matter how small, to motivate and boost learners' confidence.

**g. Cool Down**

Learners jog slowly around the playing field followed by light stretching, focusing on the legs, hips and lower back according to the teacher's directions.

**Key Assessment**

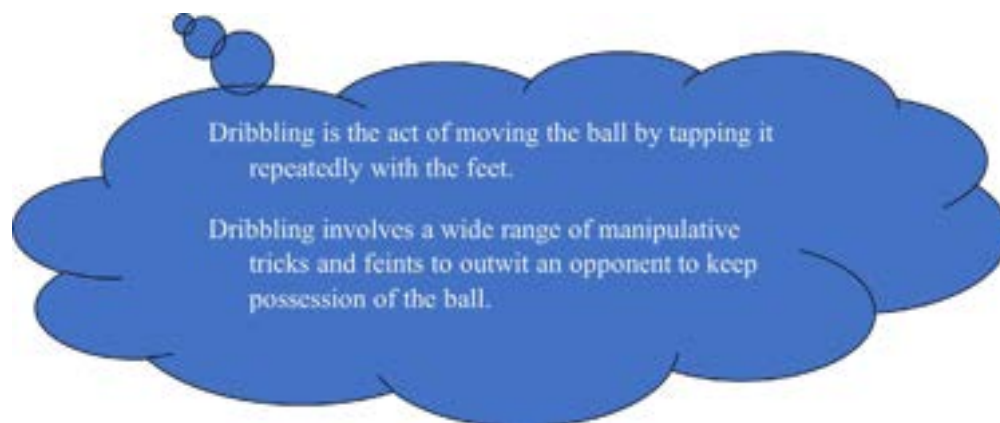
**Level 1:** Identify the types of dribbling techniques in football.

**Level 2:** Describe how to dribble a ball in football.

**Level 2:** Describe the importance of dribbling a ball in football.

**Level 3:** Demonstrate three dribbling techniques in football.

**Level 4:** Demonstrate dribbling techniques in a real-game situation.

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## Week 14

**Learning Indicator:** *Identify the types of basic skills in football and apply them in a game of football (shooting in football).*

### Theme or Focal Area: **Shooting in Football**

#### Shooting in Football

##### Introduction

Shooting is one of the most important offensive techniques in football as it allows teams to score a goal.

The choice and use of the shooting technique can have a great impact on the final result of the game. Shooting can be done with either the foot (left or right) or the head. Shooting is the act of kicking or hitting a ball towards the goalpost to score a goal.



**Fig. 14.1:** *Areas of the feet for kicking a ball*

Source: *Yoursoccerhome, 2024*

##### a. Shooting Techniques

In football, there are several types of shooting techniques, each with its own purpose and execution. These include:

- i. **Lace shot:** This is the most common and powerful shooting technique. It involves striking the ball with the laces of the foot, generating maximum power and velocity. It is often used for long-range shots aiming for accuracy and speed.
- ii. **Inside (instep) foot:** Just like the name suggests, is a technique that involves using the inside of the foot to strike the ball with precision and accuracy. This type of shooting is typically used for close-range shots where finesse and placement are more important than power. The aim is to guide the ball past the goalkeeper into the corners of the net. It is commonly used during penalty shootouts.



**Fig. 14.2:** *Using the Instep*

Source: *Erswf.buzz/products, 2019; ghanasoccernet, 2019*



- iii. **Outside foot/outstep shot/Trivela:** This is a modification to the instep technique but in this case contacting the ball with the portion of the foot that is towards the outside of the foot beside the shoelaces, closer to the toes. The outside foot shot adds a natural curl to the ball's pathway making it difficult for goalkeepers to stop the ball. To do an outside foot shot, the ball is hit with the outside three toes together with the frontal part of the outside of the foot to get a curve effect.



**Fig 14.3:** *Using the Outside of the foot*



**Fig. 14.4:** *Using the Outstep/Outside of Foot*

**Source:** *Footballghana.com, 2024*

- iv. **Volley:** This technique involves striking the ball whilst it is in the air without allowing it to bounce. It requires excellent timing, eye-ball coordination and technique. Volley shots can be executed with the instep, side foot, laces or even with other parts of the body, depending on the situation.



**Fig 14.5:** *Volley Shot*

**Source:** *Istockphoto.com. (2024).*

- v. **Chip:** This refers to a shot that involves lofting the ball over the goalkeeper or an opponent. It requires finesse and a delicate touch to lift the ball over the opponent. Chip shots are often used when the goalkeeper rushes out, leaving a space behind them. The name 'Chip' implies they are done at a very close range, head-on and the skilful player majestically lobs (chips) the ball over the goalkeeper.
- vi. **Bending/Curl shot:** Curling the ball involves striking it with the side of the foot while applying spin to make it curve in the air. This technique is used to bend the ball around defenders or goalkeepers, aiming for a specific target or the far post. For example, a player uses the inside of the foot to wrap his leg around the ball (i.e. a curler) and shoots into the opponent's 18-yard area. Any part of the foot can be used to do a bending shot. Using the inside or outside parts of the foot produces the most bend.
- vii. **Dipping/Topspin shot:** This technique involves skilfully striking the ball with the instep of the foot, applying topspin to make it swerve unpredictably in the air and quickly dip. Dipping shots are often used from a distance to catch the goalkeeper off guard, as the ball dips sharply towards the goal. Spot kick shots at goals and corner kicks are played in this manner.
- viii. **Header:** The player hits the ball with their head. This is sometimes necessary when the ball is too high to control with the foot or chest. The forehead and the sides of the head (glancing header) are commonly used.



**Fig. 14.5:** *Heading the Ball*

**Source:** *Momsteam.com; Goal (2024)*

**Note:** *Each shooting technique requires continuous practice, skill and awareness of the situation on the field. Players often develop their own preferred methods based on their strengths and the demands of the game.*

#### **b. Shooting Terms**

- i. **Placement:** This is the exact direction of a shot, aiming for defined areas of the goal to increase the chances of scoring.
- ii. **Power:** This refers to the force with which the ball is struck whether with a long-range or close-range attempt to beat the goalkeeper.
- iii. **Accuracy:** The ability to place a shot at a specific spot, either at the corner of the goalpost or far away from the goalkeeper's reach.
- iv. **Top corner:** This is the upper portion of the goalpost. This area is aimed at by shooters to make it difficult for goalkeepers to save the shot.
- v. **Bottom corner:** This is the lower area of the goalpost. Catching shots from this area is difficult for goalkeepers especially when the shot is low.
- vi. **Near post:** This is the side of the goalpost near/close to the shooter. Aiming for the near post is a powerful and quick shot made to catch the goalkeeper off guard.

- vii. **Far post:** This is the side of the goalpost farthest from the shooter. This is aimed at with a curled shot to beat the goalkeeper's range.
- viii. **Finesse:** This is the use of tact and technique instead of power to shoot the ball into the net/goal.
- ix. **Follow-through:** This refers to the continuation of motion after a ball has been kicked for the generation of power and accuracy.

### c. Basic Shooting Technique

It is important to take into consideration the following principles using any shooting technique.

- i. **Position of the supporting leg:** The placement of your supporting leg (non-kicking leg) is extremely important when determining the accuracy of your shot. Together with the position of your body, the supporting leg will determine the height of your shot. The positioning of the body is in turn determined by the supporting leg to ensure the technique is correctly executed.
- ii. **Position of the upper body:** The positioning of the upper body and the supporting leg determines how accurate a kick will be. There is a correlation between the upper body, supporting leg and direction of ball. In playing a low shot, players must ensure they lean forward slightly over the ball to guard the ball from going high. The further away the leg is from the ball, the more the body will be forced to lean back in order to allow the shooting leg to extend and hit the ball. This produces shots that go high and off-target.
- iii. **Follow-through:** This is crucial for all types of shooting. You are not just looking to kick the ball but to kick through it. Make sure the kicking motion continues once the ball has been struck.
- iv. **Step up:** This involves players making a slight run-up to the ball so they can gain more power for the shot. In a game situation, you will probably be dribbling the ball before you take a shot. In that case, you will need to push the ball just ahead of you. From the dribble, you can take a few steps before planting your foot and taking the shot.

### d. The Importance of Shooting

- i. Shooting in football increases the scoring chances of a team in a game.
- ii. It can guarantee the success of a team in a match.
- iii. It puts pressure on the opposition.
- iv. Successful shooting enhances the morale of players.
- v. Good shooting skills make a team more dangerous in attack.

#### Learning Tasks

1. Shooting the ball into a cone goal over a distance of 5 metres.
2. Shooting the ball to hit a cone goal target over a distance of 8 metres.
3. Shooting the ball into goal poles with a keeper over a distance of 10 metres.

### Pedagogical Exemplars

#### a. Starter/Warm-up Activity

Divide the class into three groups. Put cones or markers at one end of the field as the starting line and add another set of cones 20 metres away as the finish line.

Learners run from the starting line to the finish point, change direction and run back to the starting point. This back-and-forth movement is repeated about 3 times, increasing in speed and intensity as the warm-up progresses. This activity raises the heart rate, loosens muscles, improves agility and mentally prepares learners for the lesson.

**Note:** Teachers have the option to choose their own activities as a starter and warm-up.

## b. Main Activity:

### Collaborative Learning and Experiential Learning:

- i. **Introduction to shooting:** Learners discuss the importance of shooting in football and demonstrate how it is done. Emphasise the correct body positioning before shooting with the non-kicking foot beside the ball and slightly leaning forward and downward over the ball. Encourage peer demonstrations and foster collaboration and learning from pairs of different skill levels. Provide additional support and encouragement for learners with less experience by pairing them with more skilled friends for guided practice.
- ii. **Proper foot placement:** Guide learners to position their non-kicking foot slightly to the side of the ball with the toes, knee and shoulder towards the direction of their intended target. Learners improve their foot placement through prompts from colleagues and the teacher. Offer verbal cues and reminders for learners who may struggle with motor skills or coordination. Break down the task into smaller steps. Model proper foot placement repeatedly to ensure that all learners have multiple opportunities to observe and practise. Guide learners to have patience with each other.
- iii. **Kicking technique:** Learners swing the arm of the non-kicking leg forward and that of the kicking leg backwards to give them balance. Learners keep their heads up and look at the target as contact is made with the ball. Stress the follow-through after the kick with the kicking foot continuing forward towards the target to ensure accuracy and power. Repeat the session by allowing learners to shoot from different angles.
- iv. **Moving to shoot:** In pairs, standing about 8m apart, learners gently shoot the ball to their partners to catch, trap or control (depending on the level of proficiency).  
 Shooters take few steps back away from the ball and run slowly towards the ball to swing the kicking leg back and quickly forward to hit the ball with the instep of the foot for their partners to catch.  
 Learners lean their body slightly over the ball at the point of contact to keep the ball low to the ground. Give additional practice time and support for learners who may need extra assistance in developing control and proper technique. Encourage peer support and collaboration to allow learners to observe and learn from each other's achievements and challenges.
- v. **Hitting a target:** In groups, learners practise shooting between cones or markers 5 metres apart. They stand about 10 metres away from the goal target. The aim is to hit the target from a long range. Start with larger targets and gradually decrease the size as learners improve (from 5m to 4m, then 3m, 2m and then 1m). Encourage learners to visualise the ball, hitting the target before shooting to improve mental imagery.
- vi. **Repetition:** Repeat the activity above and gradually increase the distance between learners and the target to (from 10m to 12m, 14m and then 15m). Learners use their partners as goalkeepers. Provide constructive feedback to learners on their progress, pointing out areas for improvement while recognising their successes.

## c. Mini Game

Set up two different goals, each 5m wide. Divide learners into two groups and assign them to each goal. Two separate teams are formed out of each group which take turns to compete against each other as 'attackers' and 'defenders'. This is a half-field situation for each separate game. Every shot at goal counts for one point. Every successful shot that scores a goal attracts 3 points. Learners keep the scores which indirectly develops their arithmetic faculties. After three



minutes, attackers become defenders and defenders become attackers. After 12 minutes of play, the teams tally their points. The teams with the highest number of points are declared winners.

**d. Closure**

Support each learner to share one positive thing they have achieved during the class. Encourage learners to practise often to improve on the skill learnt.

**e. Cool Down**

Learners jog within a demarcated area, stretch their hands up, to the sides, forward and backwards to return the body to its resting state and prevent the build-up of lactic acid in the muscles.

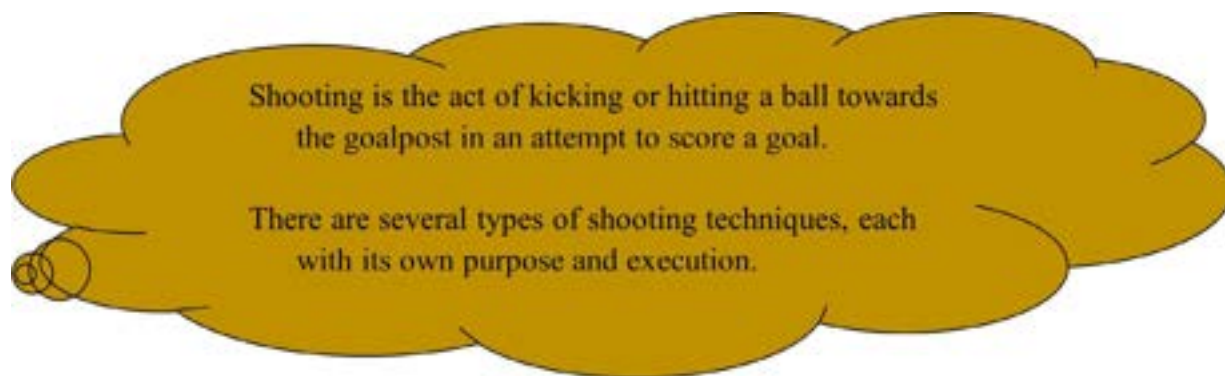
### Key Assessment

**Level 1:** Identify the types of shooting techniques in football.

**Level 2:** Describe how to shoot a ball in football.

**Level 2:** Describe the importance of shooting a ball in football.

**Level 3:** Demonstrate three shooting techniques in football.



**Level 4.** Demonstrate shooting techniques in a real-game situation.

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## Section Review

Section 5 provides learners with a comprehensive understanding of basic skills in football, emphasising both theory and practice. By the end of these three weeks, learners will have a foundational grasp of passing, receiving, dribbling and shooting.

In Week 12, learners explored the foundational concepts of passing and receiving in football. The key concepts included the terms and techniques used and the importance of passing and receiving in football. Differentiation is included by engaging more advanced learners to support their colleagues who required additional help in understanding the concepts.

Week 13 focused on understanding and demonstrating the basic skills required for dribbling the ball in football. Learners were exposed to the terms used in dribbling, the types of dribbling and the techniques required for dribbling in football. Learners were also given the opportunity to use their passing and receiving skills from the previous week through the playing of mini games. Differentiation was ensured by assigning leadership roles to gifted learners, allowing them to lead smaller groups during practice sessions while the teacher provided additional guidance to those who needed it.

In Week 14, the focus was on acquiring an introductory knowledge of shooting, one of the central skills in football. The lesson provided an overview of shooting and the techniques required to score a goal in football. Creative shooting drills were employed to encourage participation in the lesson. Room is made for learners with different abilities by providing different levels of intensity to enable them to improve their skills at their own pace. In addition to demonstration, audio-visual and visual aids such as diagrams and videos are to illustrate the correct skills required. Personalised guidance was provided to those who required extra help. Finally, peer-to-peer teaching was encouraged to foster a collaborative environment, allowing learners to learn from each other. These strategies encourage all learners to actively engage in the lesson and improve their shooting skills.

## SECTION 6: HEALTH AND WELLNESS – PART TWO

Strand: **Physical Activity and Health**

**Sub-Strand:** Health and Wellness

**Content Standard:** Demonstrate Understanding of Health and Wellness

**Learning Outcome:** *Discuss Health and Wellness and Their Importance in Everyday Life*

### INTRODUCTION AND SECTION SUMMARY:

Good health allows individuals to live their lives to the fullest and participate in activities they enjoy doing. Therefore, it is essential for learners to know what influences their health and how to prevent them or modify their lives and environment to delay the onset of health conditions. In this section, learners will be guided to identify, explain, describe, role-play and apply the knowledge of Health and Wellness in their daily lives. Through this lesson, learners will be able to take better care of their health and improve their general well-being.

The weeks covered by the section are:

**Week 15:** Identify and explain the determinants of health.

**Week 16:** Describe the wellness continuum and discuss the barriers to accessing health services.

### SUMMARY OF PEDAGOGICAL EXEMPLARS

The teacher should employ teaching strategies such as brainstorming, collaborative learning, group discussions, talk for learning and structured talk for learning. These strategies should be used in mixed-ability and mixed-gender groupings. The teacher should support learners to relate the concept of health and wellness to everyday life through giving real-life examples. The teacher should encourage all categories of learners to actively participate in the lesson. The teacher should ensure that learners respect each other's divergent views.

### ASSESSMENT SUMMARY

The teacher should give assignments to cover the meaning of determinants of health, differentiation between modifiable and non-modifiable determinants of health, categories of determinants of health and their examples. This should be done through brainstorming, group discussions, presentations and class exercises. The teacher should accept dramatisation, oral and written responses from learners.

## Week 15

**Learning Indicator:** *Identify and explain the determinants of health*

**Theme or Focal Area:** **Determinants of Health**

### Determinants of Health

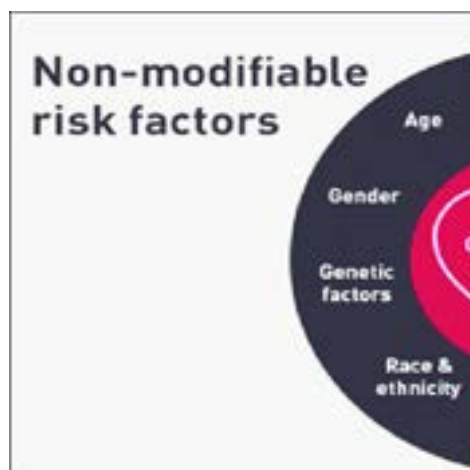
#### What influences health?

Health is influenced by many factors, which are commonly organised into four broad categories termed determinants of health.

#### a. Determinants of Health

Determinants of health are things or factors that make people healthy, sick or vulnerable to ill health. They are things around and within individuals that positively or negatively influence their health. Some determinants that affect health can be changed and others cannot or are very difficult to change. Those that can be changed or controlled are called **modifiable determinants** while those that cannot be changed are referred to as **non-modifiable determinants**. Understanding modifiable and non-modifiable determinants of health is essential for individuals to know the factors that contribute to their healthy and sick status.

- i. **Modifiable determinants:** Modifiable determinants of health refer to factors or influences on health that can be changed through individual or collective actions. These determinants play a very important role in shaping individuals' health and can be altered through various interventions, policies, behaviours and environmental changes.
- ii. **Non-modifiable determinants:** Non-modifiable determinants of health are factors or characteristics that cannot be changed or altered through individual or collective actions. These determinants have a significant influence on the health of individuals but are not subject to direct modification. Unlike modifiable determinants, which can be influenced through interventions or changes in behaviour, non-modifiable determinants remain constant throughout a person's life.



**Fig 15.2:** *Non-modifiable determinants of health*

**Source:** *ResearchGate non-modifiable determinants of health.*

#### Some examples of non-modifiable determinants of health include:

- **Genetics and Biology:** Biological and genetic factors are conditions inherited from parents or family members. These genetic tendencies and biological factors inherited, play a critical role in determining an individual's health status. Hereditary conditions such as haemophilia

(delayed clotting of blood with prolonged or excessive internal or external bleeding after injury or surgery), cystic fibrosis (a progressive hereditary disease of the exocrine gland that leads to shortness of breath, persistent cough, chronic respiratory infection and poor growth) and sickle-cell anaemia (an inherited blood disorder that prevents red blood cells from carrying oxygen to parts of the body by blocking small blood vessels, causing painful and damaging complications to the individual) are likely to negatively impact the health of the individuals. Sickle cell disease is a very common example of a genetic determinant of health. Sickle cell is a condition that people inherit when both parents carry the gene for sickle cell.

- *Age:* Age is a non-modifiable determinant that affects the health of people. As individuals age, they may become more vulnerable to certain health conditions and diseases due to physiological changes in the body. While healthy behaviours can lessen some age-related risks, chronological ageing itself cannot be changed.
- *Sex and Gender:* Biological sex and gender identity influence health outcomes in various ways. For example, certain health conditions may affect one sex or gender more than the other due to hormonal differences or bodily differences. For instance, prostate cancer and erectile dysfunction are health conditions in males and uterine fibroid, ovarian and cervical cancer are health conditions that exclusively affect females. While self-care and interventions can support individuals' health needs, sex and gender identity themselves are non-modifiable.
- *Family History:* A family history of certain diseases or health conditions can increase an individual's risk of developing similar conditions. While family history provides valuable information for preventive measures to delay the onset or avoid developing the health conditions, the tendency of developing the condition cannot be changed. For example, a family history of cancer makes individuals in that family liable to developing the condition.
- *Ethnicity and Race:* Ethnicity and race can influence the health of individuals through various socio-cultural and genetic factors. Health differences based on ethnicity and race highlight general issues that may require broader societal changes, but ethnicity and race themselves are non-modifiable characteristics.

## b. Categories of Determinants of Health

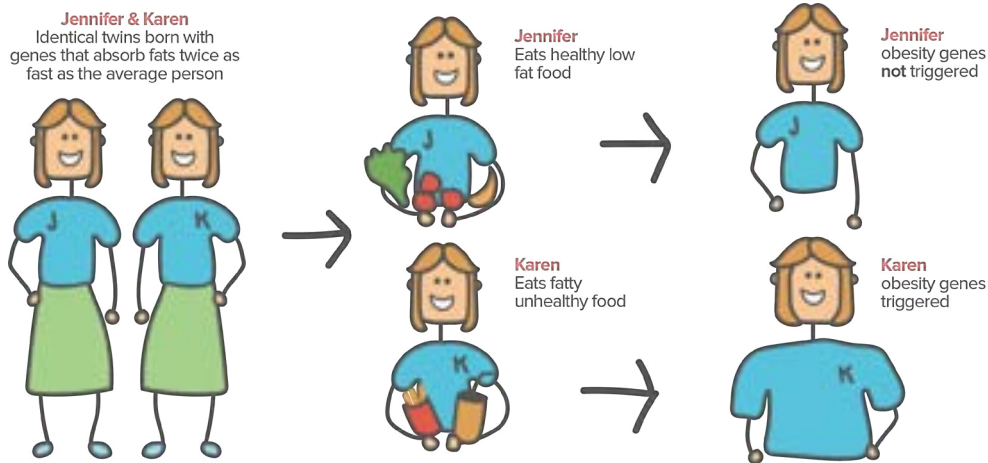
The modifiable and the non-modifiable determinants have been grouped into four categories, namely lifestyle or behavioural determinants, biological determinants, social determinants and environmental determinants.



Fig 15.3: The four categories of determinants of health

Source: SlideServe determinants of health

- i. **Lifestyle or behavioural determinants:** This refers to individual behaviours that shape and play a role in reducing or increasing the rates of both chronic and infectious diseases in their lives and communities.
- ii. **Biological determinants:** This consists of inherited health conditions, hormone levels, body structure, eye colour and some mental or psychological characteristics from parents and relations that can predispose individuals to ill-health.



**Fig 15.4:** Transfer of genetic health traits to offsprings

**Source:** <https://www.khanacademy.org/testprep/mcat/behavior/behavior-and-genetics/a/genes-environment-and-behavior>

- iii. **Social determinants:** The social determinants of health refer to the non-medical factors that influence the health of people. These non-medical factors are the conditions in which people are born, grow, work, live and age, and the wider set of environments and systems shaping the conditions of people's daily lives. The environment and systems include economic policies and systems, social norms, social policies, political systems, working conditions, education, health care system and others.



**Fig 15.5:** Social determinants of health

**Source:** [mffh.org](http://mffh.org) social determinants of health

- iv. **Environmental determinants:** This determinant is made up of two aspects called the natural and the built environmental determinants of health. The natural and built environmental determinants are environmental processes, natural and built resources that are important for the health and well-being of individuals and communities or affect the health and well-being of individuals and communities.



Examples include:

- **Natural environment**
  - o adequate amounts of fresh and uncontaminated water
  - o clean air
  - o healthy workplaces
  - o access to nature or green space, such as trees, lawns, parks and flowers.
  - o fertile soil to grow food and other plants
  - o materials to construct shelter
  - o a stable climate with temperatures conducive to sustaining life.



**Fig 15.6:** *Natural environment*

*Source: Dreamstime. com*

- **Built environment**

Built environments include structures such as commercial buildings, roads, walkways,

  - o Worksites, schools and recreational settings, housing, homes and neighbourhoods
  - o Physical barriers, especially for people with disabilities
  - o Aesthetic elements such as good lighting, etc.



**Fig 15.7:** *Built environment*

*Source: buxtonco.com*

## Learning Tasks

1. Explain the meaning of determinants of health and differentiate between modifiable and non-modifiable determinants of health. Give examples for both.
2. Discuss three factors of determinants of health and their examples in everyday life.
3. Write a two-page article on natural and built environmental determinants of health for your school magazine.
4. Make a pictorial representation of at least two modifiable determinants of health and their impact on society.

## Pedagogical Exemplars

All learners should be supported through mixed-ability groupings, mixed-gender groupings where applicable and in pairs for this session. All groups should cover all content and be supported by their peers and teacher. The teacher should go around interacting with learners in relation to what they are doing in their groups and moving the discussion along.

- a. **Starter Activity:** Write questions on a cut-out card based on the previous lesson and put them in a box placed on a table in front of the class. In mixed-ability groups, ask group leaders to take turns to select questions. Ask the leaders to read out the questions for their group members to answer. Ask learners in their groups to share their views on what was taught in the previous lesson.
- b. **Introductory Activity:** Summarise learners' responses and introduce the new lesson by asking learners if they know of any health condition or a particular behaviour that is common in their families or other families. Based on learners' responses, introduce the topic of determinants of health to the class.
- c. **Collaborative Learning:** In mixed-ability groups, ensuring collaboration and respecting one another's views, guide learners to search the Internet to discuss the meaning of determinants of health, types of determinants of health and differentiate between modifiable and non-modifiable determinants of health and their examples.

### *Hint:*

- In places where internet accessibility will pose a challenge, learners should be assisted to discuss and explain the meaning of determinants of health, their types and examples with the aid of charts, pictures or any other supplementary material available.
  - Ask leaders of each group to make a note to be pasted on the classroom wall for a gallery walk.
- d. **Talk for Learning/Discussion:**
    - i. In small groups of six, assist learners to explore the Internet to discuss the factors or categories of determinants of health, analyse their effects on health and give practical examples of them in everyday life.
    - ii. Task learners to make notes on the findings from their search and share them with the larger class. Ask each group to choose a leader to give feedback from their findings to the class for further discussion. Engage the class to fill in gaps left by learners through discussions based on the presentation.



### **Key Assessment**

**Level 2:** Explain the meaning of determinants of health.

**Level 2:** Describe at least three factors or categories of determinants of health and their examples in everyday life.

**Level 3:** Differentiate between modifiable and non-modifiable determinants of health and their examples.

## Week 16

**Learning Indicator:** Describe the illness wellness continuum and discuss the barriers to accessing health services.

### Theme or Focal Area: Illness Wellness Continuum and Barriers to Accessing Health Services

#### Illness-Wellness Continuum And Barriers to Accessing Health Services

##### The Illness-wellness Continuum

Health is not static, meaning it can move from good to bad and from bad to good which is referred to as the health continuum or illness-wellness continuum.

To achieve high levels of wellness, an individual must move increasingly higher on the continuum of a positive lifestyle. Individuals who fail to achieve these levels may slip into ill health or diseases, leading to a declining quality of life and premature disability or death.

The illness-wellness continuum is a range of wellness states from pre-mature death to optimum wellness. It is a graphical illustration or a pictorial diagram of well-being that integrates or incorporate all domains of health and fitness, indicating that there are actually many degrees of wellness, just as there are many degrees of illness. An individual can move beyond the “neutral” point to increasingly higher levels of wellness or worse levels of ill health.



Source: <https://www.lightchiropractic.sg/disease-vs-well/>



Source: <https://www.researchgate.net/profile/Maqbool-Hussain-3>

Moving from the centre to the left shows a progressively worsening state of health. Moving to the right from the centre indicates increasing levels of health and well-being. The wellness example directs individuals beyond the neutral point and encourages them to move as far towards wellness as possible.

Even though people often lack physical symptoms, they may still be bored, depressed, tense, anxious or simply unhappy with their lives. Such emotional states often set the stage for physical and mental diseases. High level of wellness simply defines choices people make over things they can control in their lives.

### **The Importance of Health and Wellness in Everyday Life**

- i. Reduces stress.
- ii. Prevents diseases.
- iii. Improves self-confidence.
- iv. Enhances productivity.
- v. Enhances teamwork and social networks.
- vi. Reduces absenteeism in school and workplace.

*Source: (Orane International, 2023; Somya, 2023)*

The main principle of the illness-wellness continuum is that individuals can move farther to the right, towards greater health and well-being, passing through the stages of awareness, education and growth. Therefore, the continuum allows teachers and health professionals to educate individuals or their patients on the importance and the ways of monitoring and improving their health on a daily basis.

### **Health Care or Services**

Health care or service is the improvement of health through prevention, diagnosis, treatment, enhancement or cure of diseases, illness, injury and other physical and mental impairments in people. Health care or service is delivered by health care professionals and associated health fields. Health care includes work done in providing primary care, secondary care and tertiary care to people in various communities around the world.

- i. **Primary care:** Primary health care or services are the day-to-day general health assistance given by healthcare providers that cover a variety of prevention, wellness and treatment for common illnesses.
- ii. **Secondary care:** This is health care given to people by someone who has more specific expertise or specialisation about a particular health condition. Examples of medical situations needing secondary care services include cancer treatment, medical care for pneumonia, heart disease and other severe, sudden infections and care for fractures, etc.
- iii. **Tertiary care:** This is a specialised care delivered in a hospital or similar care setting. It usually requires a referral from a primary or secondary care provider and it is typically only available at specialised medical centres such as teaching hospitals. Tertiary care can include a range of procedures from cancer treatment to organ (heart, liver, kidney, lungs, etc.) transplantation.

*Source: Physiopedia and ScienceDirect.com*

Both access to health care or services and the quality of health services can impact health.

For example, when individuals do not have health insurance, they may be less likely to participate in preventive care and are more likely to delay medical treatment or seek medical treatment due to lack of money.

### **Barriers to Accessing Health Care or Services Include:**

- i. Non-availability of health posts in communities
- ii. Inaccessibility to health posts due to where they are located (distance and poor road network)
- iii. Attitudes of health personnel
- iv. High cost of services

- v. Lack of insurance coverage
- vi. Limited language access (personnel in some communities do not understand and cannot speak the local language of the local people, leading to gaps in communication between the patients and the healthcare personnel).

### Learning Tasks

1. Identify the components of the illness-wellness continuum.
2. Explain the illness-wellness continuum and analyse its components.
3. Discuss the main principle of the illness-wellness continuum and dramatise its components.
4. Discuss barriers to accessing health care or services in Ghana.

### Pedagogical Exemplars

- a. **Starter Activity:** Review the previous lesson with learners. Give sticky notes to learners to write what they remember about the previous lesson. Ask learners to share what they remember with the class.
- b. **Introduction Activity:** Summarise learners' responses and introduce the topic on health continuum or illness-wellness continuum to the class.
- c. **Talk for Learning:** Put learners in mixed-ability and mixed-gender groups and ask them to observe slides, charts, pictures or PowerPoint text on the components of the illness-wellness continuum. Ask learners to mention some illness-wellness components they observed from the slides, charts or PowerPoint text.
- d. **Structured Talk for Learning:** Guide learners in mixed-ability groups to use structured discussion to explain the illness-wellness continuum and analyse its components. Ask learners to make notes for peer review and presentation to the larger class. Ask learners to exchange their write-ups with an elbow group to peer review. Invite groups to share with the larger class their agreed-on points during the peer review. Encourage groups that are not presenting to pay attention and ask questions for clarification based on the presentations.
- e. **Talk for Learning/Discussion:** In the same groupings, help learners brainstorm, think and share to explore and discuss the barriers to accessing health care or services in Ghana with the aid of pictures, posters and the Internet. Ask learners to orally present their findings to the whole class for discussion.

Encourage learners to be tolerant and circumspect with their criticisms and commentary on others' presentations.

- f. **Collaborative Learning:** Guide learners to role-play or dramatise the components of the continuum and discuss the main principle of the illness-wellness continuum in their groups. Guide learners to develop an outline for rehearsing their performances.

Allow learners time to compose their drama with the aid of pictures, diagrams etc.

Go around and supervise what learners are doing and provide support to groups that are finding it difficult to compose. Design a template for assessing their performance

### Key Assessment

**Level 1:** Identify the five components of the illness-wellness continuum.

**Level 2:** Discuss the main principle of the illness-wellness continuum and dramatise the components.

**Level 3:** Describe at least four barriers to accessing health services in Ghana.

**Level 3:** Explain the illness-wellness continuum and analyse its components.

### **Additional Reading**

1. Any approved physical education and health material by NaCCA
2. Any useful supplementary material

### **References**

1. vyPanda. (2024, January 17). Illness-Wellness Continuum: Definition and Importance. <https://ivypanda.com/essays/illness-wellness-continuum-definition-and-importance/>
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# SECTION 7: HAND GAMES IN PHYSICAL EDUCATION AND HEALTH

Strand: **Physical Activity and Health**

**Sub-Strand:** Organised Sports Participation

**Content Standard:** Demonstrate the ability to apply various skills in organised sports (e.g. football, handball, etc.)

**Learning Outcome:** *Demonstrate the ability to use foundational skills in performing organised team sports (e.g. football, handball, etc.)*

## INTRODUCTION AND SECTION SUMMARY

This section deals with hand games in PEH which has been broken down into the chest pass in handball, the overhead pass in handball and shooting in handball. The polishing of these fundamental skills in handball will go a long way to making the learners better handball players and to shape their understanding, attitude and interest in handball. Polishing these skills will allow learners to leverage them for a much better understanding of hand games, especially handball. Learners will be in a position to develop a love for the game and by so doing be equipped to continue their handball experiences across all levels of the sport. This section will help learners to learn manoeuvring in handball which can be used in all games involving movement.

The weeks covered by this section are:

### **Hand Games – Part One**

**Week 17:** Identify the types of basic skills in handball and apply them in a game handball (Chest pass in handball).

**Week 18:** Identify the types of basic skills in handball and apply them in a game of handball (Overhead pass in handball).

**Week 19:** Identify the types of basic skills in handball and apply them in a game handball (Shooting in handball).

## SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical approaches should cover different approaches to teaching the concepts of handball in PEH, such as talk for learning which involves engaging learners to talk during lessons to build learners' communication skills. Collaborative learning in mixed-ability and mixed-gender groups to share ideas on the various concepts in handball. The use of analytical and critical thinking and creativity will boost progression and confidence among learners. This section will also give the opportunity for learners to watch videos and practically participate in chest passes, overhead passes and shooting in handball. In addition, gifted learners should be given additional responsibilities such as group leaders, peer teachers etc. to support other learners in understanding the concepts.

## ASSESSMENT SUMMARY

The teacher should assign tasks to cover the chest pass, overhead pass and shooting. Take into consideration the levels of proficiencies of the learners and the depth of knowledge required from them. This should be done through group work, collaboration, mixed-gender, performances and

project-based work. The teacher should accept varying responses be it oral or practical approaches. Teacher should develop rubrics to score group practical performances, assignments and portfolios built by learners over the weeks.

**WEEK 17**

**Learning Indicator:** *Identify the types of basic skills in handball and apply them in a game of handball (chest pass in handball).*

**Theme or Focal Area:** **Chest Pass in Handball**

**Chest Pass In Handball**

**Handball**

Handball is a team sport, where the teams attempt to pass a ball to one another and throw it into the opposition's goal. It is one of the most fast-paced and exciting team sports globally. The sport is also an Olympic sport. There is a variety of skills in handball but the focal area for this lesson is *Chest Passing*.

**Chest Pass**

The chest pass is one of the fundamental skills in handball which is used to give short and close range passes. The chest pass can be performed with one or two hands, however, most often players use both hands. Chest pass is the act of passing or pushing a ball directly from the chest to a teammate's chest, using both hands. It is a close-range pass that is pushed from one player's chest to another player's chest. As it is a close-range pass, a player does not need too much strength or power to execute it.



**Fig. 17.1:** *Demonstration of chest pass*

**How to Perform the Chest Pass**

- i. Grip:** Hold the ball with both hands at chest level with a space between the palm and the ball, ensuring a loose wrist. Fingers should spread around the ball with thumbs pointing towards each other on the backside. Ensure a firm but not overly tight grip.
- ii. Stance:** Stand with the feet shoulder-width apart. Position one foot slightly ahead of the other to provide balance and stability. Keep the knees slightly bent and the core engaged.
- iii. Body position:** Keep the elbows bent and positioned near the body. The ball should be held close to the chest. This position provides control and a strong base for the pass.
- iv. Visualise the target:** Look towards the intended target, focusing on a specific spot to increase accuracy. Communicate with the receiver or teammate if necessary.





**Fig.17.2:** *Demonstration of the Grip, Stance, Position and Target Visualisation.*

*Source: Primer League Primary Stars (2024)*

- v. **Initiate the pass:** To pass, extend the arms forward in a smooth and fluid motion. As you do this, push the ball with the palms and follow through with the wrists, pointing the thumbs downward at the end of the pass. This wrist action adds spin and stability to the ball.

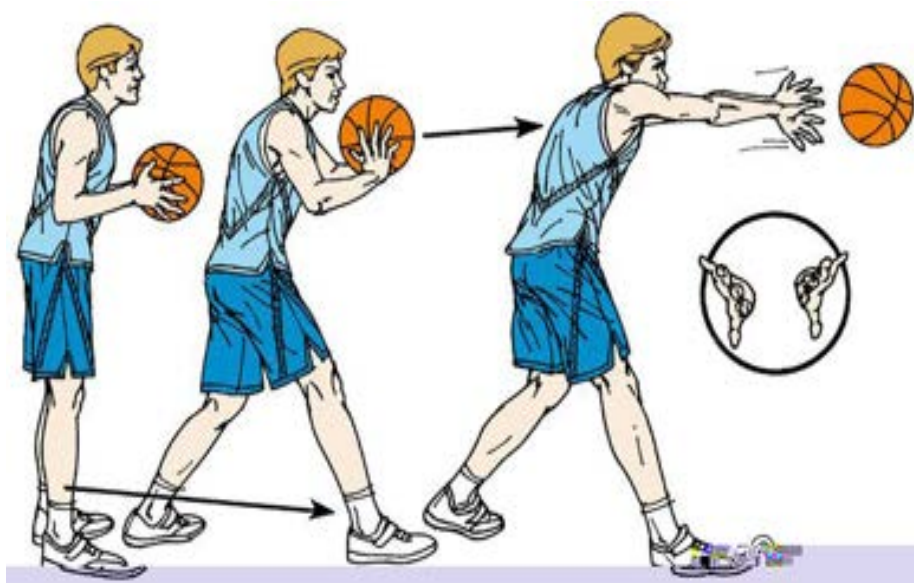
**Throw the ball to a teammate standing directly opposite or in a circle with one hand or both.**

**Rotate between different angles and positions, throwing from a slow pace to a high-speed pace.**

- vi. **Use the body:** As the arms extend, transfer the weight from the back foot to the front foot. This shift in weight adds momentum and power to the pass. The body should move naturally as the pass is performed, ensuring balance and control.

- vii. **Follow through:** After releasing the ball, continue the follow-through by extending the arms completely. This helps ensure the pass is straight and reaches its target with enough force.

- viii. **Return to ready position:** Bring the hands back to the ready position to be prepared for the next action; whether to receive a return pass or move to another position on the court.



**Fig. 17.3:** *Initiating the Pass, Using the Body and Following Through*

*Source: ClassNotes.ng*

## The Importance of the Chest Pass in Handball

Chest passing is a basic skill that plays an important role in handball. Chest passes contribute to:

- i. **Efficient movement:** Chest passing allows players to move the ball efficiently and accurately to a teammate.
- ii. **Scoring:** It creates scoring opportunities for teams.
- iii. **Maintaining possession:** Effective chest passing helps to maintain possession of the ball and distribute it among teammates or players.
- iv. **Breakthrough:** A well-executed chest pass helps a team to break through or penetrate the opponent's defensive lines.
- v. **Transition play:** Chest passing is essential during any facet of transition from defence to offence or the other way round.
- vi. **Team coordination:** A successful chest passing encourages teamwork and coordination among players or teammates.
- vii. **Short passes:** It is essential in short and close-range passes.

### Learning Tasks

1. Explain the execution of the chest pass in handball.
2. Explain the importance of the chest pass in handball.
3. Execute the chest pass in handball.

## Pedagogical Exemplars

Support all learners through mixed-ability groupings and in pairs for this session. Encourage proficient and highly proficient learners to support their peers while guiding them. Go around and monitor learners in their activities and provide individual assistance to learners who require additional support.

### a. Starter /Warm-up Activity

Prepare the minds and muscles of learners by engaging them in a playful activity relating to the main activity for the day. For instance, in '**Picking the Tail**'.

Improvise artificial tails for learners with a handkerchief or a leaf. Do not give a tail to three learners, they will be the 'tail pickers'. In a free movement formation within a demarcated area, instruct learners to move around by either walking, running, dodging, etc, whilst preventing their tails from being picked.

Introduce some lively local songs or any that is appropriate for learners to sing while moving to make the activity more interesting. Stop learners intermittently to check those whose tails have been picked. Those whose tails are picked will also become tail pickers. This continues until there are one or two learners left with tails who will be declared the winner(s).

**Note:** Teachers have the option to choose their own activities as a starter and warm-up.

### b. Specific Warm-up

Select group leaders and guide them to lead mixed-ability groups in a specific warm-up. Guide leaders to perform dynamic stretching, where learners mimic the movements used in handball for at least 5 minutes.

### c. Main Activity: Chest Pass In Handball

#### i. Collaborative learning:

- *Chest pass simulation:* Put learners in a mixed-ability group of five and assist them to simulate the chest passing action without the ball. Carefully check and correct finger directions and arm actions. Assist those who are not able to get the postures and actions well with additional support.
- *Chest passing drill:* Form pairs, with learners in each pair facing each other. Each pair has a ball. Learners in one row hold the ball with both hands in front of the chest with elbows close to the body and fingers evenly spread around the ball and thumb behind the ball in a 'W' shape. Learners stand with feet shoulder-width apart and take a step forward in the direction of their partners or teammates by extending the arms to push the ball from their chest with both arms to the chest of their partners. Ask the partners to catch the ball and pass them back to their partners in the same manner.

- ii. **Group practice:** In groups of 10 with one ball per group, ask learners to chest pass and then follow their pass. Divide the learners in each group into two, with the two sets of players forming a line facing each other. The first player in each line passes the ball to the first player in the opposite line and runs to join the back of the opposite line. The player who has the ball now passes to the next player in the opposite line and runs to the back of that line. The practice continues until all learners in each line have both passed and received.

Assist or give additional support as required. Encourage highly proficient learners to assist those less able to grasp the skill while respecting each other's abilities, identities and backgrounds. Create a motivating and friendly environment to encourage everyone to participate, thereby ensuring inclusion.

*Hint:*

- o *Decide how long each activity should last.*
- o *Vary the passing activities for learners. (You can add your own drills).*

#### iii. Group work: 3 vs 1

In groups of 6, play 3 vs 1. Ask three learners in each group to use a chest pass to keep the ball away from the fourth learner. If the ball is intercepted by the fourth learner, the thrower becomes the interceptor.

*Hint:*

- o *The number of players in each group is dependent on the class size, hence, the number should be determined by the teacher.*
- o *To increase the difficulty level, variations to this activity can be used such as 4 vs 1, 6 vs 2, etc.*

- iv. **Mini Game:** Learners play a mini-game with an emphasis on using the chest pass. The team that is able to connect 3 consecutive passes using the chest pass scores a point.

After each game, each winning team plays another winning team. This continues until there is an overall winner.

**Note:** The team size should depend on the number of balls available.

- d. **Cool Down:** In a free-style formation, learners take a brisk walk around the field or court. Finish with a light stretching exercise targeting the muscles used during the activity.
- e. **Closure:** In a free-standing formation, recap the skill taught with learners. Encourage learners to keep practising with a partner outside of class to refine the skill to build muscle

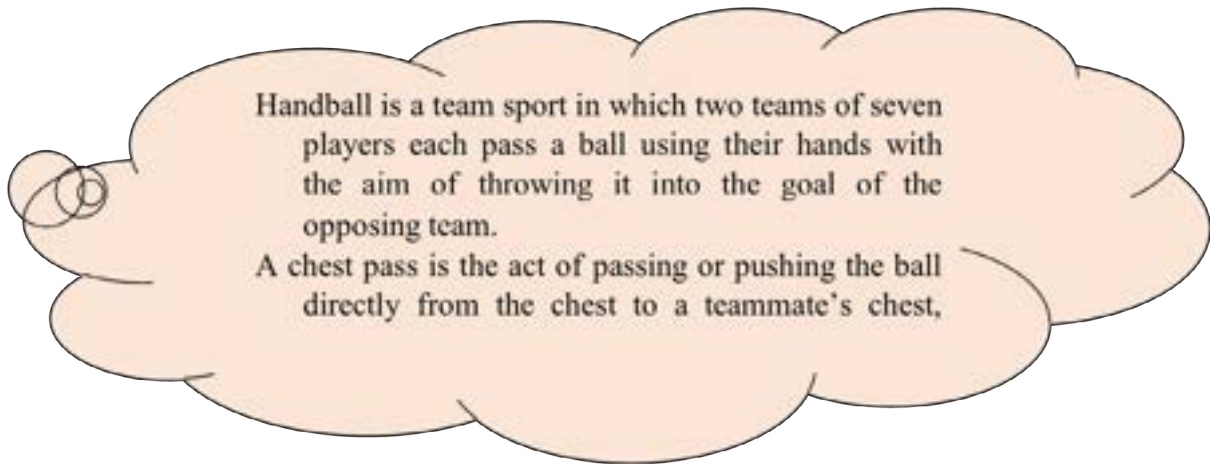
memory and improve chest pass proficiency. Invite questions from learners and address their concerns promptly.

### Key Assessment

**Level 2:** Describe the importance of the chest pass in handball.

**Level 2:** Explain how the chest pass is executed.

**Level 3:** Demonstrate how the chest pass is executed.



### References

1. ClassNotes.ng. (2020). <https://classnotes.ng/lesson/basic-skills-in-basketball-catching-and-throwing/>
2. England Handball (2024): <https://www.sasp.co.uk/uploads/eha-introduction-to-teaching-handball-literature-september-09.pdf>
3. Primer League Primary Stars (2024): <https://plprimarystars.com/resources/passing-throwing>

**WEEK 18**

**Learning Indicator:** *Identify the types of basic skills in handball and apply them in a game of handball (overhead pass in handball)*

**Theme or Focal Area:** **Overhead Pass in Handball**

### Overhead Pass In Handball

#### Overhead Pass

Overhead pass in handball is a technique where a player throws the ball with one hand over the head to deliver it to a teammate. This pass is often employed when a player needs to quickly move the ball to a teammate who is positioned farther away or to evade defenders. The technique requires precise coordination, timing and strength to accurately deliver the ball to its intended recipient. It is an essential skill in handball, facilitating effective ball movement and strategic gameplay.

The overhead pass is the most powerful and often the most accurate pass in handball. It is also referred to as the overarm pass and is used the most in gameplay. When done properly, the overhead pass makes the ball move straight to the target or teammate. It is important to make sure a player is in the correct body position to make the pass to increase accuracy and power.



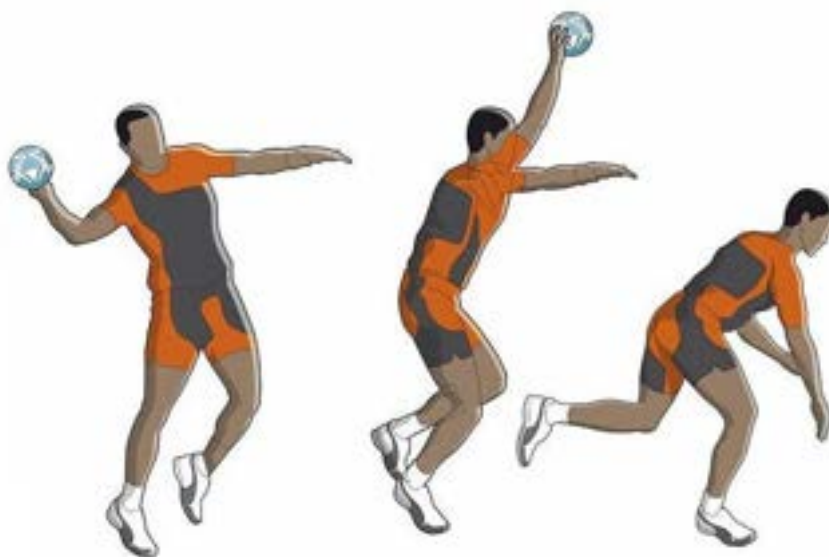
**Fig 18.1:** *Overhead pass*

*Source: his.is, 2020*



### Learners' Outfit

Learners should appear in their rightful apparel which could be used for their practical activities (sportswear).



**Fig.18.1:** *Demonstration of overhead pass*

*Source: Media Storehouse*

### How to Perform the Overhead Pass

- i. **Grip:** Hold the ball with one hand above shoulder level with a space between the palm and the ball, ensuring a loose wrist. Fingers should spread around the ball. Ensure a firm but not overly tight grip.



**Fig. 18.2:** *The Grip in handball*

*Source: ArchUp.net, 2024*

- ii. **Stance:** Stand shoulder width apart, sideways onto the target on the balls of the feet, with the weight transferred to the back foot.
  - The throwing arm is held high and taken back behind the head.
  - Point the non-throwing arm at the target.
- iii. **Body position:** Keep the elbows bent and positioned near the body. The ball should be held with the throwing hand which could be right or left. Extend the throwing hand with the ball back over the shoulders. The lead leg, depending on the hand being used, should step forward. If the left hand is used, the right leg (foot) becomes the lead leg, and vice versa if the right hand is used. This position provides control and a strong base for the pass.

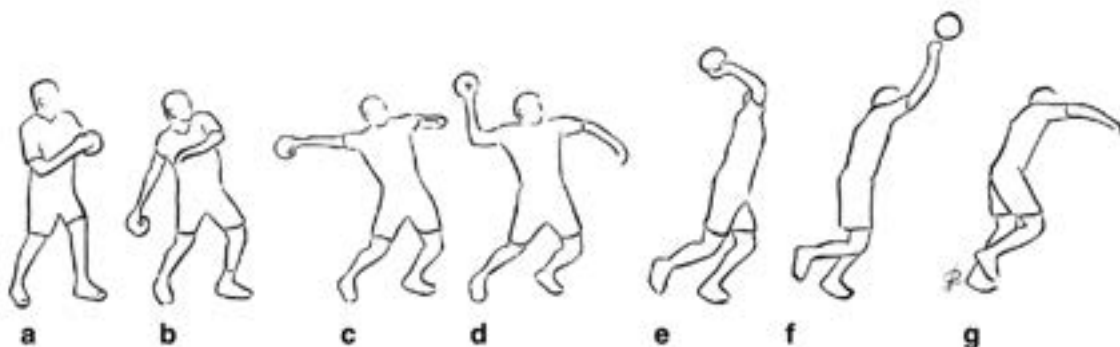
- iv. Visualise the target:** Look toward the intended target, focusing on a specific spot to increase accuracy. Communicate with the receiver or teammate if necessary.
- v. Initiate the pass:** To pass, extend the throwing arm backwards in a smooth and constant motion. As you do this, point the free hand to the target. Transfer the weight from the back foot to the front foot by rotating the hips and torso toward the target.
- Pull the throwing arm through towards the target, leading with the elbow, forearm and wrist following last and fast.
  - Throw the ball to a teammate standing directly opposite or in a circle with one hand or both.
  - Rotate between different angles and positions, throwing from a slow pace to a high-speed pace.
- vi. Use the body:** Extend the arm and transfer the weight from the back foot to the front foot. This shift in weight adds momentum and power to the pass. The body should move naturally as the pass is performed, ensuring balance and control.
- vii. Follow through:** After releasing the ball, continue the follow-through by extending the arms completely. This helps to ensure that the pass is straight and reaches its target with enough force. Release the ball just in front of the head with both feet on the ground and the chest facing the target. Follow through with the throwing arm pointing towards the target.



**Fig. 18.2:** *Demonstrating Basic Overhead Pass Skills*

*Source: England Handball Association*

- viii. Return to ready position:** Bring the hands back to the ready position to be prepared for the next action; whether to receive a return pass or move to another position on the court.



**Fig. 18.3:** *Overhead Pass Skill – From Start to Finish*

*Source: Researchgate.net, 2018*



## The Importance of the Overhead Pass in Handball

The overhead pass is a fundamental skill that plays an important role in handball. Overhead passes contribute to:

- i. **Good decision-making:** The overhead pass allows players to survey the court and make smart decisions based on what they see.
- ii. **Fast passing:** Extending the arms fully in an overhead pass, players have a clear line of sight to their teammates and can offer quick or fast passes.
- iii. **Stability and accuracy:** This grip provides stability, control and accuracy while minimising the risk of turnovers.
- iv. **Powerful long passes:** The overhead pass is preferred for longer distances, especially when the ball needs to travel over multiple defenders. There is power and less susceptibility to deflection or interception by the defence.
- v. **Scoring:** It creates scoring opportunities for teams.
- vi. **Maintaining possession:** An effective overhead pass helps to maintain possession of the ball and distribute it among teammates or players.
- vii. **Breakthrough:** A well-executed overhead pass helps a team to break through or penetrate the opponent's defensive lines.
- viii. **Transition play:** Overhead passing is essential during any stage of transition from defence to offence or the other way round.
- ix. **Team coordination:** A successful overhead pass encourages teamwork and coordination among players or teammates.

### Learning Tasks

1. Explain the execution of the overhead pass in handball.
2. Explain the importance of the overhead pass in handball.
3. Execute the overhead pass in handball.

## Pedagogical Exemplars

### Starter /Warm-up Activity

In two or three lines of learners (depending on the number of learners), all learners stand facing one direction, each team starts at one end with a ball. When the game begins, the last learner (at the back) with the ball moves in a zigzag motion through all the spaces between the group members and goes all the way to the front. The same learner (now in front) then rolls the ball between the legs of her/his group members backwards. Every member of the group bends down and touches the ball to guide it all the way to the back and to the last person who then begins the run forward. This continues until the person who at the beginning was standing in front returns to her/his original position. The goal is for each learner to complete their movement and pass back as quickly as possible without losing control. This game encourages quick thinking, accurate movement and teamwork. The team that finishes first wins, adding a competitive edge to keep the energy high.

**Note:** The teacher has the option to choose their own activities as a starter and warm-up.

**a. Specific Warm-up**

Select group leaders and guide them to lead mixed-ability groups in a specific warm-up. Guide leaders to perform dynamic stretching, where learners mimic the movements used in handball for at least 5 minutes.

**b. Main Activity: Overhead Pass In Handball****i. Collaborative learning**

- *Previous skill practice:* Learners practise the chest pass by throwing and catching the ball in groups.

**ii. Pair/Group work**

- *Overhead passing drill:* Demonstrate the correct overhead pass technique to the learners, emphasising the foot placement, arm position and follow-through. Teach learners to grip the ball with both hands, spreading their fingers across the surface.
- *Ready stance:* Divide learners into pairs facing their partners. Guide learners to assume the overhead pass stance with one foot in front. Ask the learner with the ball to lift the ball overhead with non-throwing shoulder towards the target (their partner). Feet are shoulder-width apart for balance with non-throwing shoulder slightly ahead.
- *The release:* Instruct the learners to bring the ball back behind their head with the elbow bent close to the ears, extend the arms upward and release the ball with a flick of the wrists.
- *The follow-through:* Ask learners to follow through (take a step forward) by moving the rear foot upward as the front leg extends during the pass.

**iii Practice (throwing and catching) – Emphasis on overhead pass.**

- *Throwing and catching:* In groups, learners stand 3m apart facing their partners. They throw the ball back and forth to their partners standing opposite them. After throwing and receiving once, they then throw to the one on the side of their partners (all in one direction – right side or left side), creating a zigzag formation. This cycle continues for about four minutes.
- *Partner-eye-coordination:* Passers take a step towards their partners and release the ball in a rotational sweep of the throwing arm and release it a little above the head for their partners to catch. Passers before throwing the ball, keep their eyes on their partners to assist them send the ball accurately to the intended partner. Ask learners to switch roles allowing each learner to practise both overhead passing and catching. Repeat the activities by increasing the distance between learners to 5m and then 10m.

**Hint:**

- o *Vary the groupings for the activities.*
- o *Move around to encourage or correct learners on the execution of the skill where necessary.*
- o *Motivate all learners to aim for the highest levels of achievement.*

**c. Mini Game:** Regroup learners to play a game using only overhead passes to reinforce what they have learnt and encourage them to practise the skill in a real game situation.

To make the mini-game more interesting and fun, come up with some rules to govern it.

**d. Cool Down:** Ask learners to leisurely walk on the court to gradually lower the heart rate and promote circulation. Perform gentle stretches, targeting the muscles used to promote flexibility and to reduce stiffness.

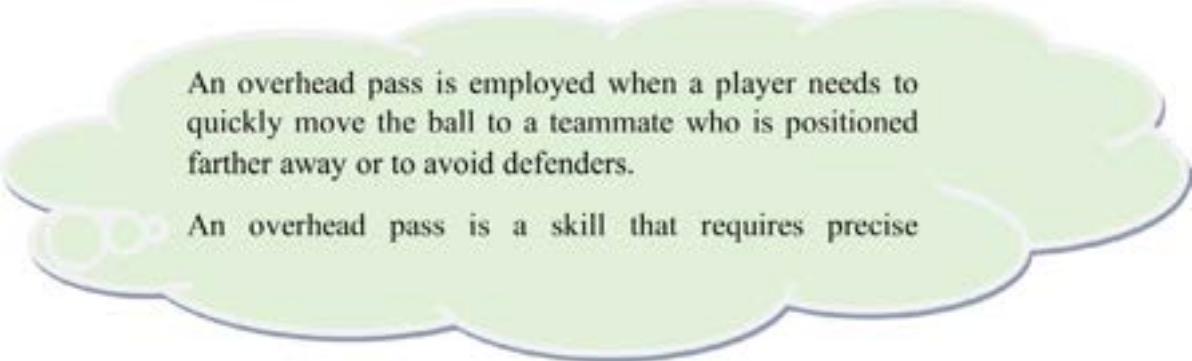
- e. **Closure:** Summarise the key technique and skill covered in the lesson to ensure understanding. Learners demonstrate the skill learnt. Provide constructive feedback to each learner, highlighting areas of improvement and strength.

### Key Assessment

**Level 2:** Describe the importance of the overhead pass in handball.

**Level 2:** Explain how the overhead pass is executed.

**Level 3:** Demonstrate how the overhead pass is executed.



An overhead pass is employed when a player needs to quickly move the ball to a teammate who is positioned farther away or to avoid defenders.

An overhead pass is a skill that requires precise

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2. England Handball Association: Introduction to Teaching Handball: <https://www.sasp.co.uk/uploads/eha-introduction-to-teaching-handball-literature-september-09.pdf>
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4. Researcgate.net. (2018): Researcgate.net

## WEEK 19

**Learning Indicator:** *Identify the types of basic skills in handball and apply them in a game handball (shooting in handball)*

### Theme or Focal Area: **Shooting in Handball**

#### Shooting in Handball

##### Handball

Shooting in handball refers to the action of attempting to score a goal by throwing the ball into the opponent's net. Shooting requires accuracy, power and timing to bypass the goalkeeper and score points.

##### Learners Outfit

Learners should appear in their rightful apparel which could be used for their practical activities (sportswear).

##### Types of shooting

- i. **Jump shot:** Jump shot is a technique where a player leaps into the air to shoot at the goal. This technique is often used to shoot over defenders or to add power and speed to the shot. The jump shot typically involves the following key steps:
  - *Stance:* Stand on the balls of the feet with knees flexed, feet shoulder-width apart and facing the target. Extend the knees and transfer the body weight from low to high, jumping upwards.
  - *Approach and take-off:* Approach the shooting area, usually from a diagonal angle to create space from defenders. As you near the shooting zone, gather momentum and jump into the air, often using a single leg to propel you upwards.
  - *Execution and recovery:*
    - o In the air, extend the throwing elbow so that the arm is high and extends above the shoulder to the arm back behind the head. Point the non-throwing arm at the target.
    - o Pull the throwing arm through towards the target leading with the elbow, forearm and wrist following. Release the ball at the highest point of jump and just in front of the head. Release the ball sharply downwards at the required target.
    - o Follow through with the throwing arm pointing towards the target and keep arms out wide and maintain balance on the way down, flex knees upon landing to reduce the impact.



**Fig. 19.1:** *Jump Shot*



**Fig. 19.2:** *Jump Shot*

**Source:** *Street Handball, 2023*

- ii. Running shot:** In handball, the running shot is a key technique used by players to score goals while on the move.

Breakdown of a running shot:

- As the goal is approached, maintain a good running pace. Position yourself on the court slightly to the side of the goal. Position the body to be effective when executing the skill.
- Hold the ball securely with the dominant hand. Extend the non-throwing arm towards the target. Grip and arm movement are essential at this moment.
- Pull the throwing arm through, leading with the elbow, forearm and wrist.
- Release the ball at the highest point of the movement in front of the head.
- Aim to release the ball sharply downwards towards the desired target area with accuracy and speed.
- Practise running and shooting without a defender to work on accuracy and timing.
- When facing a defender, use deception (feigning/faking) and speed to gain an advantage. Shoot swiftly to give the goalkeeper less time to react. Mastering the running shot requires practice and coordination.



**Fig. 19.3:** *Running Shot*

**Source:** *International Handball Federation (2021)*



**iii. Diving shot:** In handball, a dive shot is another technique used to score goals. Some techniques used in executing a dive shot are:

- *Take-off:* The player jumps forward with one or two feet, bending the ankle, knee and hip. The trunk is also bent forward and the eyes are focused on the goal.
- *Sliding forward:* The chest, belly and upper leg slide along the floor, while the arms push the body forward.
- *Leg position:* Both legs are bent almost 90 degrees, with the soles of the feet pointing upwards. As the chest touches the floor, the player slides forward.
- *Landing:* After the shot, both arms touch the floor because the landing occurs immediately after releasing the ball.

To cushion the fall, there's a fast bending of the arms. The trunk continues forward and the head remains in line with the neck.

**Safety:** Players should overcome any fear of diving and practise landing safely. Emphasise a stretched back during the dive and proper timing to avoid landing on the knees. Make provisions for mattresses and mats to encourage free and open learning without the fear of injury.

**Note:** The teacher should determine which available materials to use or decide what to do to ensure learners' safety during practice.



**Fig. 19.4:** Dive Shot

**Source:** Federation Beninoise de Handball, 2023

**iv. Side shot:** The side shot in handball is a crucial technique used to score goals or create opportunities during a match. The techniques for executing the side shot are as follows:

- *Stance:*
  - o Stand sideways to the goal, with the non-throwing shoulder facing the target.
  - o Keep the feet shoulder-width apart for stability.
- *Grip and ball placement:*
  - o Hold the ball with the throwing hand (usually the dominant hand).
  - o The ball in hand should be positioned near the hip or waist level.
  - o Use the fingertips to maintain control.
- *Execution:*
  - o Extend the throwing arm sideways, parallel to the ground.
  - o Rotate the hips and torso towards the goal.

- o Pull the throwing arm through, leading with the elbow and forearm.
- o Release the ball just in front of the head.
- o Aim for the desired spot on the goal.
- *Follow through:*
  - o After releasing the ball, allow the wrist to flex naturally.
  - o Keep the head up to observe the ball's direction.



**Fig. 19.5:** *Side Shot*

*Source: Depositphotos*

- v. **Standing shot:** The standing shot in handball is a crucial technique used by players to score goals. Here are some techniques for executing standing shots.
- *Stance:* Stand with the feet shoulder-width apart, ensuring a stable base and hold the ball firmly with the fingers spread out, resting it on the palm.
  - *Execution:*
    - o The backswing for the standing shot occurs directly as the ball is received.
    - o Surprise opponents by executing the shot swiftly and unexpectedly.
  - *Return to ready position:* Bring the hands back to the ready position to be prepared for the next action; whether to receive a return pass or move to another position on the court.



**Fig. 19.6:** *Demonstration of shooting*



## The Importance of Shooting in Handball

Shooting offers several advantages for players. These include:

- i. *Overcoming defenders:* Shooting enables players to overcome tall defenders as a result of players jumping more effectively to shoot. This makes it harder for defenders to block the shot.
- ii. *Better view of the goal:* Players have a better view of the goal when shooting. This provides them the opportunity to aim more accurately and increase their chances of scoring.
- iii. *Unpredictability:* By incorporating shooting into their game, players catch goalkeepers off guard.

### Learning Tasks

- a. Explain the different forms of shooting in handball.
- b. Explain the advantages shooting provides for players in handball.
- c. Execute shooting in handball.

## Pedagogical Exemplars

### a. Starter /Warm-up Activity

Demarcate an easy-to-control area. Designate two or three learners as ‘taggers’ and give each of them a ribbon, handkerchief or leaf (or any suitable material to identify them). The rest of the class plays within the defined area. The taggers attempt to catch other learners, encouraging them to move, dodge and react quickly. Learners who are caught become additional taggers, increasing the challenge. The game continues until all players are tagged. This game promotes agility, spatial awareness and quick decision-making, preparing the class for high-intensity movement and rapid changes in direction during the shooting skill practice.

**Note:** The teacher has the option to choose their own activities as a starter.

### b. Specific Warm-up

Select group leaders and guide them to lead mixed-ability groups in a specific warm-up. Guide leaders to perform dynamic stretching, where learners mimic the movements used in handball for at least 5 minutes.

### c. Main Activity: Shooting in Handball

#### Group/collaborative learning

- i. Learners in mixed ability groups throw and catch, practising the chest and overhead passes learnt in the previous lessons.
- ii. Demonstrate how to correctly execute the shots to learners.
- iii. **Stationary shooting:** In files facing a demarcated target, learners grip the ball and replicate the skill demonstrated to them standing still. Learners continue practising while you correct and assist those with challenges to grasp the skill.

Learners form semicircles 10 metres away from an improvised goal. Learners practise shooting into the goals. Learners face the goal with the shooting arm extended backwards, ready to throw the ball forward.

- iv. **Moving shooting:** Learners practise shooting while moving forward. This drill helps stimulate game situations where learners need to shoot while on the move.

Set up different drills and exercises to allow learners to practise shooting from different angles and distances from the goal.

Provide targets or markers at different angles around the goal for learners to aim for to improve accuracy. Guide learners to practise shooting from various positions on the court. Provide individualised coaching based on each learner's strengths and weaknesses in shooting.

- v. **Pass and shoot:** Learners in their groups facing an improvised goal receive a pass on the move from a group mate and immediately take a shot on goal. This helps improve reaction time and shooting under pressure.

Learners take a certain number of shots consecutively at goal before rotating to build consistency and confidence in shooting.

Rotate between individuals and group activities to keep engagement high and cater for different learning styles.

**Hints:**

- *Provide individualised teaching based on each learner's strengths and weaknesses in shooting.*
- *Tailor drills to address specific areas for improvement to accelerate skill development.*
- *Turn drills into games or competitions to make them more enjoyable to encourage full participation by all learners.*

**d. Mini Game: Target shooting** (to improve shooting accuracy and precision)

**Game**

- Set up multiple stations around the court, each with a designated improvised goalpost or shooting area marked by cones or markers.
- Place different targets within the goal or shooting area to aim for, such as specific corners or areas of the net.
- Regroup learners into mixed-ability, mixed-gender groups or pairs where appropriate, assigning each group or pair to a shooting station.

**Rules**

- Each team takes turns shooting at the designated target from their assigned shooting station.
- Learners must attempt a certain number of shots (e.g. 5 shots per turn) before rotating to the back of the line.
- Learners earn points based on the accuracy of their shots:
  - o *Bullseye (direct hit on the target): 3 points*
  - o *Close proximity (shot within a designated radius of the target): 1 point*
  - o *Miss: 0 points*
- The group or pair with the highest total score at the end of the game wins.

**Hint:**

- o *Vary the drills for shooting.*
- o *Take into account learners' individual differences and assist accordingly.*
- o *Provide support to learners who have additional needs and need additional assistance to take part in the various activities.*

- e. **Cool down:** Allow learners to freely walk or slowly jog around the court or field to cool down. Carry out gentle stretches, focusing on stretching arms, shoulders, legs and back to improve flexibility and reduce muscle tension.

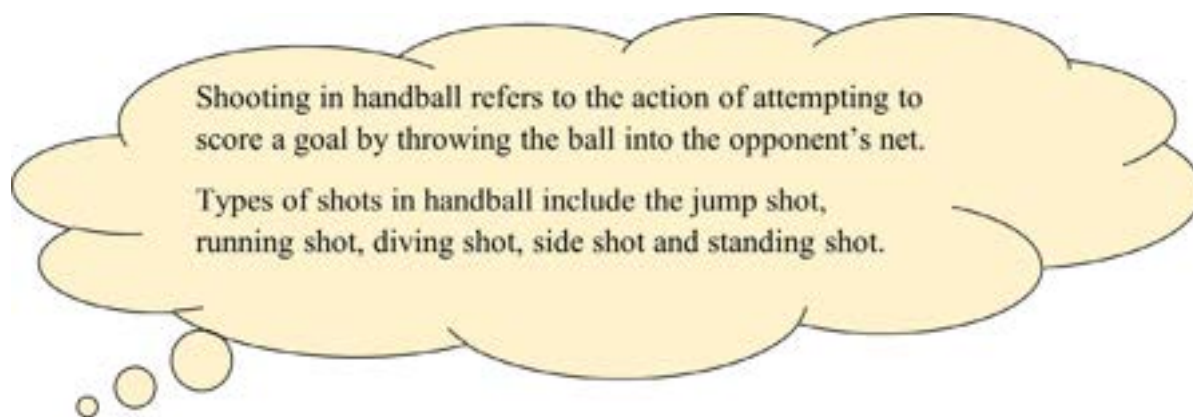
- f. **Closure:** Learners sit down in a semicircle. Engage them to describe or demonstrate the skill learnt and share their personal experiences and difficulties during the skill practice. Encourage them to practise the skill during their free time.

### Key Assessment

**Level 2:** Explain the advantages shooting provides for players in handball.

**Level 2:** Explain the execution of the different forms of shooting in handball.

**Level 3:** Demonstrate how shooting is executed.



## Section Review

In Week 17, the focus was on teaching the chest pass technique in handball. Learners learned the fundamental mechanics, emphasising proper hand positioning, body alignment and footwork. The lesson began with a demonstration, showcasing how the ball is held at chest level and pushed forward with both hands, ensuring a straight and accurate pass. To cater for diverse learning needs, adaptive pedagogical strategies are used. For learners with different abilities, the pace of instruction varies with extra attention given to those who need it. Collaborative drills encourage teamwork, allowing learners to practise passes in pairs, fostering communication and inclusion. A gender-sensitive approach is maintained, ensuring equitable participation. Socio-cultural considerations should include creating an inclusive environment where all learners feel valued, regardless of background. Learners with additional needs receive tailored guidance, with modified equipment or additional support where necessary.

During Week 18, learners were introduced to the overhead pass, a technique used to send the ball over defenders or across longer distances. The lesson emphasises arm strength, accuracy and timing. After a thorough demonstration, learners practise the pass individually and then in small groups to build confidence. Adaptive teaching methods include breaking down the movement into smaller steps, using verbal cues and offering hands-on guidance for those struggling with the technique. The drills are designed to be inclusive, allowing learners to progress at their own pace. Consideration for gender, socio-cultural backgrounds and additional needs is embedded in the lesson structure, with activities that will promote cooperation and respect. Modifications such as lighter balls should be available for those who will find the standard equipment challenging.

In Week 19, the focus shifted to shooting techniques in handball. Learners learned about proper body mechanics, balance and accuracy when shooting at a goal. The lesson started with a demonstration and then progressed to individual shooting drills, emphasising different shooting styles such as jump shots and standing shots. To address diverse learning needs, adaptive

pedagogical exemplars include differentiated instruction, allowing learners to work at their own skill level. For learners with additional needs, modifications such as larger targets or adjusted distances are used to ensure success. The activities are structured to be inclusive, promoting gender equality and acknowledging cultural diversity. Cooperative games and team-based exercises help create a supportive environment, encouraging learners to cheer each other on. Special attention is given to students who require additional assistance, ensuring they have the support required to participate fully.

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## SECTION 8: HEALTH AND WELLNESS – PART THREE

Strand: **Physical Activity and Health**

**Sub-Strand:** Health and Wellness

**Content Standard:** Demonstrate Understanding of Health and Wellness

**Learning Outcome:** *Discuss Health and Wellness and Their Importance in Everyday Life*

### INTRODUCTION AND SECTION SUMMARY

This section covers the eight components or the dimensions of wellness which seeks to equip learners with knowledge and understanding of the connectedness of the dimensions of wellness and how they relate to the overall well-being of individuals, families and society at large, recognising the crucial role of the health and wellness of learners in achieving their academic goals and future job aspirations. This section endeavours to promote lifelong habits that contribute to a healthy and fulfilling life. These can be achieved through the interactive exploration of the following thematic areas and the lifestyle choices that lead to attaining them: physical, social, intellectual/mental, emotional, spiritual, environmental, occupational/vocational and financial wellness.

The weeks covered in this section are:

**Week 20:** Identify the components of wellness and how they influence life (physical, social, intellectual/mental and emotional wellness).

**Week 21:** Identify the components of wellness and how they influence life (spiritual, environmental, occupational/vocational and financial wellness).

### SUMMARY OF PEDAGOGICAL EXEMPLARS

This section outlines the suggested pedagogies to be used by the teacher, to effectively guide learners to interact in diverse groups and explore the concepts, knowledge, understanding and the application of skills in wellness for quality living. The suggested pedagogies include talk-for-learning approaches, group work, collaborative learning and project-based learning. To effectively do this, teachers are expected to use related videos, narrations and role play to support learners' understanding of the concepts. It is essential that the teacher deliberately incorporate GESI, SEL and differentiation strategies to address the varied learning requirements of all learners.

### ASSESSMENT SUMMARY

To evaluate learners' knowledge, understanding and skills on the concepts under this section, there is the need for the teacher to use varying assessment strategies to differentiate among the various levels of Depth of Knowledge (DoK), as outlined in the core PEH teacher manual and SHS/SHTS/STEM curriculum. The assessment activities should be aligned with learning indicators and pedagogical activities. Again, specific examples of the assessment tasks have been outlined in the section to serve as a guide.

**WEEK 20**

**Learning Indicator:** *Identify the components of wellness and how they influence life (physical, social, intellectual/mental and emotional wellness).*

**Theme or Focal Area:** **Components or Dimensions of Wellness**

## Components or Dimensions of Wellness

### Components of Wellness

Components or dimensions of wellness are mutually dependent or interrelated parts of wellness which contribute in various ways to bettering the life of an individual. To stay well, all the components must be looked after by practising healthy habits on a daily basis to attain a better life. Hence, instead of just surviving, an individual can thrive with all in place. The components are a breakdown of wellness into various areas of daily living in order to facilitate a more fulfilled life. Wellness considers multiple parts and when all the components are balanced and well developed, they support an active and thriving lifestyle. This leads to:

- an active, conscious, self-directed and continuous process of achieving the full potential of individuals.
- a positive and progressive life.



**Fig 20.1:** *Components/dimensions of Wellness*

**Source:** *University of Michigan via urbanbalance.com*

- Physical Wellness:** This dimension is characterised by physical health and well-being. This includes:
  - Body size and shape
  - Sensory alertness and responsiveness
  - Body functioning and its restorative ability
  - Physical fitness
  - Resistance to diseases and disorders



- vi. The ability to perform normal activities of daily living or those tasks that are necessary to a normal existence in society such as getting up of bed or chair, writing or eating.

Many day-to-day choices and habits can support, undermine or harm an individual’s physical wellness.

- b. **Social Wellness:** This is the degree of interpersonal relationships and connectedness with friends, family, neighbours or colleagues at school, home, neighbourhood, work etc. leading to a satisfying life. It is also one’s ability to connect and maintain a healthy relationship in a diverse range of networks.

Examples include:

- i. Keeping healthy interactions with others, adapting to a variety of social situations and acting appropriately in various settings.
- ii. Communicating clearly and effectively with others.
- iii. Building trust and accepting other persons’ differences.
- iv. Willingly asking for support and giving support to others.
- v. Maintaining friendships over time.

**Lifestyle choices that lead to good social wellness include:**

- Interacting with others in a friendly and cordial manner.
- Communicating one’s thoughts effectively.
- Building and maintaining healthy relationships.
- Getting involved in social activities such as clubs.
- Knowing who one’s best friends are.
- Recognising when one is in an unhealthy relationship and leaving it.
- Balancing one’s social life with academic and career responsibility.



**Fig 20.2:** *Positive Social Life Heals*  
 Source: Gettyimages, 2024



**Fig 20. 2:** *Together is Better and Beautiful*  
 Source: Freepik, 2024

- c. **Intellectual or Mental Wellness:** This is the ability to think clearly, reason objectively, analyse and use brain power to solve problems; share knowledge with others and meet life’s challenges.

Examples include:

- i. One’s ability to think clearly, quickly, creatively and critically to solve problems.
- ii. Being able to reason well and make careful decisions concerning issues.
- iii. One’s ability to continually learn from his/her successes and mistakes.
- iv. Being able to maintain a sense of humour.



**Lifestyle choices that lead to good mental health and wellness include:**

- Managing stress by engaging in positive activities that make one happy.
- Staying positive and thinking about things and happenings.
- Seeking help when feeling down.
- Keeping abreast of current affairs.
- Taking studies and work seriously.
- Learning new things.



**Fig 20.3:** *Studying hard to acquire knowledge is wellness.*

Source: Freepik, 2024; Saadhake, 2020

- d. Emotional Wellness:** This is the ability to control one’s emotions or feelings and express them appropriately and at the right time.

Examples include:

- The ability to manage stress, anxiety and depression effectively.
- The ability to cope with sadness, anger, resentment, bitterness and negativity so as to develop an appropriate balance of life.

**Lifestyle choices that lead to good emotional health and wellness include:**

- Being aware of one’s unique emotions and temperaments.
- Managing stress by discovering one’s personal stress relievers.
- Expressing one’s feelings in a healthy way.
- Keeping a positive attitude when problems arise.
- Managing one’s time wisely.
- Finding someone that can be trusted and can openly share feelings with.
- Smiling even when one doesn’t feel like it.



**Fig 8. 5:** *Expressing your feelings appropriately*

Sources: Freepik 2024

### Learning Tasks

- a. Explain the four components of wellness discussed in this lesson.
- b. Analyse lifestyle choices that can lead to physical, social, mental and emotional wellness.
- c. Prepare a healthy lifestyle chart or a log of activities to be engaged in daily to develop and maintain physical, social, mental and emotional wellness.

### Pedagogical Exemplars

#### a. Starter Activity

Provide each learner with a different coloured thread and ask them to represent their family by tying the thread to a central point on the classroom wall. Facilitate a discussion about how the strings represent families within a society. Encourage learners to think about how these ‘family threads’ are interconnected, symbolising their relationships and influences on each other in society.

#### b. Introductory Activity

Learners individually reflect silently on the role of their own families in shaping who they are. Encourage learners to share their views with their friends. Invite the pairs to present their views to the whole class.

#### c. Collaborative Learning

Learners in mixed-ability groups with the aid of the Internet or any other supplementary material create concept maps to describe and explain the first four components of wellness. Monitor learners during the activity and provide support where necessary. Learners present their answers for a whole class discussion. Learners use thought shower to discuss what they have presented. Encourage open dialogue about each dimension. Learners share experiences, challenges and strategies for enhancing their wellness in each area.

#### d. Talk for Learning

- i. Learners reflect on their own wellness across the dimensions discussed. Encourage them to set specific and achievable goals for improvement in areas they identify as needing attention.
- ii. Learners use a thought shower to discuss and analyse lifestyle choices that can lead to physical, social, mental and emotional wellness. Learners think and write down specific daily activities they engage in that can lead to maintaining their physical, social, mental and emotional wellness. Learners orally present their answers to the whole class. Guide the class to discuss the answers of the presenters. Learners are encouraged to fully and actively participate in the discussion and provide assistance for those who may need it.

#### e. Group Work

Learners prepare a healthy lifestyle chart or log of activities to be engaged in daily to develop and maintain physical, social, mental and emotional wellness. Learners display their charts or log of activities. Ask the whole group to observe the displayed works and appraise them using constructive language. In an onion ring activity, learners tell what others have done differently from theirs.

Provide supplementary information to support learners’ understanding of the concepts. Encourage learners to ask questions for further clarification.

#### **Hint:**

- o *Integrate wellness concepts into daily routines, for instance, including wellness activities and discussions into regular classroom activities to reinforce awareness on wellness.*

- o *Provide resources and support for learners to continue to explore and improve their wellness beyond the classroom (the provision of resources and support could include recommending books, websites, apps or local community resources related to wellness).*

### Key Assessment

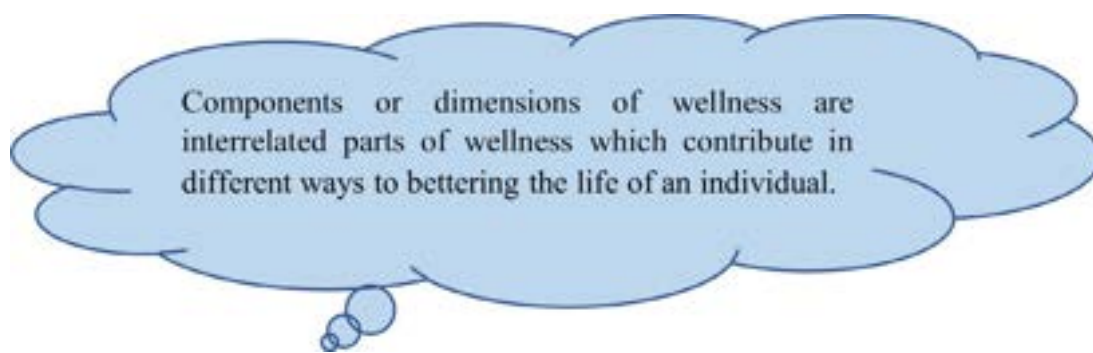
**Level 1:** List four components of wellness.

**Level 2:** Explain at least two components of wellness.

**Level 3:** Analyse at least two lifestyle choices each that can lead to physical, social, mental and emotional wellness.

**Level 4:** Prepare a healthy lifestyle chart or a log of activities to be engaged in daily for a month to stay physically, socially, mentally and emotionally healthy.

**Level 4:** Develop a gratitude journal to write down three things you are grateful for each day and reflect how it affects your mood for four weeks. Present it at the end of the fourth week to class.



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## Week 21

**Learning Indicator:** *Identify the components of wellness and how they influence life (spiritual, environmental, occupational/vocational and financial wellness).*

### Theme or Focal Area: **Components or Dimensions of Wellness**

**RECAP:** Week 20 exposes learners to the first four components of wellness and lifestyle choices to develop and maintain them. This week is a continuation of the lesson on components of wellness where learners will be exposed to the remaining four of the components. The last four components are spiritual, environmental, occupational/vocational and financial wellness.

### Components or Dimensions of Wellness

#### a. Spiritual Wellness

This refers to relating well and being in sound mind and body with one's object of worship. It is connected to believing in a supreme being. It is also a way of life prescribed by a particular religion that makes the believers of that religion assured of peace and wellbeing. This belief gives them a sense of purpose and a meaning in life.

#### **Lifestyle choices that lead to good spiritual health include:**

- Living a life of values and principles that agree with one's faith.
- Spending quiet time regularly with one's object of worship to draw strength in times of trouble.
- Pondering over the meaning of life and what makes it meaningful in accordance with one's belief.



**Fig 20.6:** *Being in Tune and Relating Well with Your Object of Worship is Wellness*

**Sources:** Shutterstock (2024); dw.com (2018)

#### b. Environmental Wellness

This is an appreciation of how the surroundings can affect one's life and the life of others. It also includes an understanding of the role one plays in preserving, protecting and improving the environment. Individuals are environmentally well when they understand how the environment can positively or negatively affect their well-being and their role to protect and preserve it to benefit them now and future generations. The environment includes our immediate surroundings, homes, workplace, leisure grounds and the larger community.

Examples include:

- Keeping our surroundings clean and tidy.
- Distancing ourselves from environmental hazards and pollutants, e.g. radiation, etc.



- iii. Avoiding littering the environment.
- iv. Cleaning our rooms and the facilities in them regularly.
- v. Arranging items in an organised and orderly manner in our homes, school, etc.
- vi. Avoiding indiscriminate cutting of trees.
- vii. Disposing of refuse appropriately.
- viii. Making acceptable level of noise in our neighbourhood.
- ix. Stopping chemical use for fishing in water bodies.
- x. Minimising the use of chemicals in crop production etc.

Engage learners to add more.

**Lifestyle choices that lead to good environmental health include:**

- Maintaining the natural environment by avoiding deforestation, indiscriminate bush burning, illegal mining etc.
- Removing obstacles in spaces for easy passage by persons with disabilities.
- Building infrastructures that are user-friendly to all (school buildings, banking halls, hospitals and all other public places).



*Farming the Right Way*



*Fishing the Right Way*



**Fig 8.7:** *Keeping Our Surroundings Clean*

Sources: *Graphic.com, 2024*

**c. Occupational/Vocational Wellness**

This is a level of happiness and fulfilment in the work or job one does, including harmony with personal goals, appreciation from bosses, co-workers and a safe workplace. This means working in a non-toxic, hazard-free work environment that provides contact with managers and co-workers who value our skills and opinions. Individuals are occupationally or vocationally well when they recognise, access and accept personal satisfaction, happiness and enrichment in the work they do by using their gifts, skills and talents appropriately.

Examples include:

- i. Choosing a career that suits one’s personality, interests and talents.
- ii. Being open to change and learning new skills.

**Lifestyle choices that lead to good occupational health Include:**

- Understanding how to balance work with leisure time.
- Engaging in a work that ensures continuous learning or professional development.
- Communicating and collaborating with colleagues and mates for teamwork.
- Feeling inspired and challenged at work.



**Fig 8.8:** *Finding Joy in what We Do*

Sources: *Istockphoto, 2024; alamy.com, 2024*

**d. Financial Wellness**

This is the state of one’s money issues and their ability to manage money, save, invest and make sound monetary decisions. It includes taking steps to live within one’s financial means. It is also one’s relationship with money and how it impacts one’s life. It is not just about how much one earns but how they manage and think about money.

**Lifestyle choices that lead to good financial health include:**

- Planning spending and preparing of budget.
- Avoiding impulse buying and spending.
- Saving for the future.
- Avoiding scams and easy money-making schemes such as ritual money, gambling, etc.
- Avoiding online fraud and impersonations to make money.
- Avoiding association with people with ill-gotten wealth.

Engage learners to give more examples.





**Fig 8.9:** *Managing Money and Saving for Future.*

Source: *dreamstime.com, 2024; Shutterstock.com, 2024*

### Learning Tasks

1. Explain components of wellness.
2. Illustrate daily life activities that have a direct positive impact on wellness.
3. Explain habits that need to be corrected in order to ensure wellness.
4. Demonstrate activities that can lead to enhancing wellness.
5. From the lesson, which behaviours need to be changed and which ones need to be intensified in order to enjoy wellness? Explain your answer.

### Pedagogical Exemplars

#### a. Starter Activity

Distribute sticky notes or pieces of paper with terms related to the previous lesson. Ask learners to find classmates who can provide explanations for each term to fill their sticky notes or papers. Create a sense of engagement and collaboration among learners.

#### b. Introductory Activity

Ask learners in pairs to share the explanation of the terms in the previous lesson during the talk session. Learners predict the concepts they will be learning about. Build on learners' responses to introduce the lesson by telling them the focal area and guide them to set personal goals for the lesson.

#### c. Talk for Learning and Collaborative Learning

Show short videos or prepare some learners in advance to role-play the remaining four components they will be learning about (spiritual, environmental, occupational/vocational and financial wellness).

Learners **think-ink** and share their observations on either the video or the role-play.

Learners discuss the meaning and examples of the components under study in everyday life with their learning partners. Supervise discussions and provide support to all learners. Learners from each group present their reports to the larger class for discussion. They share their views concerning the reports from the various groups. Provide necessary clarifications when needed.

#### d. Group Work

Learners in their mixed-ability groups are provided with flip charts. They create a concept map depicting the connections between the components and daily life activities that have direct

influence on wellness. Monitor and provide support for learners to create the map. The entire class, in a discussion, summarise the lesson. Offer some reward to active learners and encourage the less active ones to come along in the next lesson.

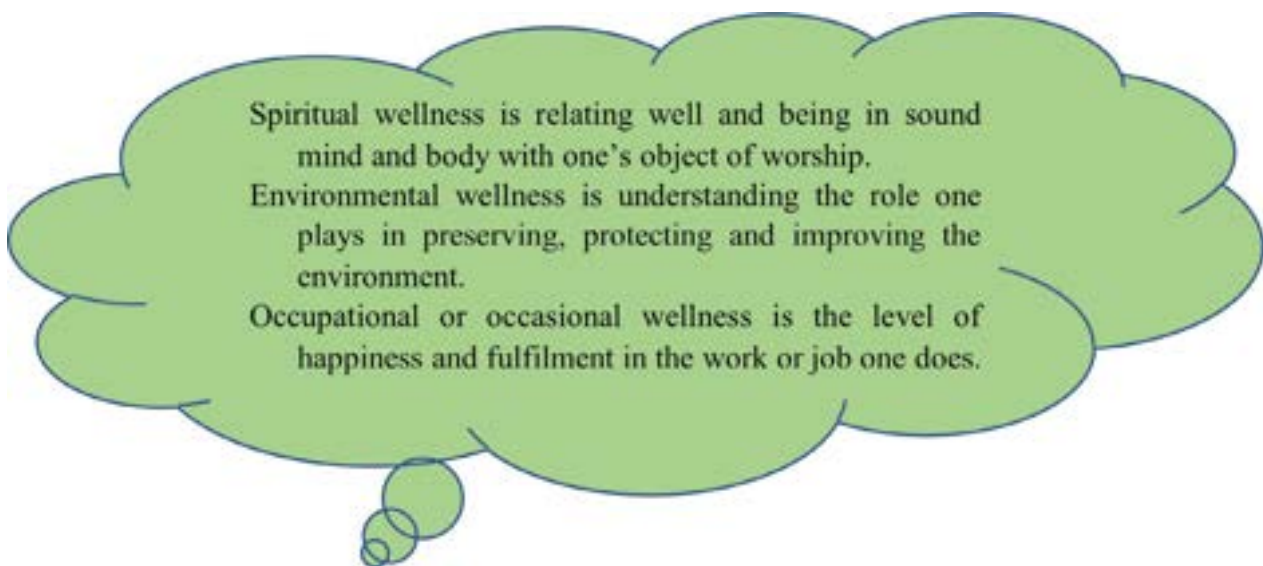
### Key Assessment

**Level 1:** Identify three examples of actions that can lead to environmental wellness.

**Level 2:** Discuss two lifestyle choices that can lead to spiritual wellness.

**Level 4:** Sarah is a university student with a part-time job. She wants to start saving for the future but doesn't know where to begin. Provide Sarah with three actionable steps she can take to start saving and managing her finances effectively.

**Level 4:** Design two posters, one on positive lifestyle choices and the other on negative lifestyle choices that impact wellness to be pasted in your school and community to create awareness.



### Section Review

To sum up, the eight components of optimum wellness taught are interconnected aspects that are crucial for the overall well-being of an individual. Recognising the importance of maintaining a balance across these dimensions is key to leading a healthy and fulfilling life. Prioritise these components and help learners to adopt a mindful approach towards their health. Knowing and consciously applying these dimensions empowers individuals to navigate the complexities of modern living, fostering a sense of order, purpose and achievement in both personal and professional lives because individuals are well and healthy. The integration of GESI, SEL and differentiation in the pedagogical and assessment strategies will help build learners' confidence and ability to accommodate, be responsible and solicit support from others in managing personal and family situations regarding their health and wellness.

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## SECTION 9: HAND GAMES IN PHYSICAL EDUCATION AND HEALTH

Strand: **Physical Activity and Health**

**Sub-Strand:** Organised Sports Participation

**Content Standard:** Demonstrate the ability to apply various skills in organised sports (e.g. football, handball, etc.)

**Learning Outcome:** *Demonstrate the ability to use foundational skills in performing organised team sports (e.g. football, handball, etc.)*

### INTRODUCTION AND SECTION SUMMARY

This section, Hand Games – Part 2, covers the game of basketball. Basketball is a sport where two teams of five players each compete to score points by shooting a ball through the opponent's hoop. Players dribble the ball, pass it to teammates and try to score either by shooting from a distance or driving closer to the hoop for a lay-up. This section focuses on dribbling and the lay-up in basketball which are two basic skills of the game. Mastering these skills builds the foundation for success in basketball.

The weeks covered by this section are:

#### **Hand Games – Part Two**

**Week 22:** Identify the types of basic skills in basketball and apply them in a game of basketball (dribbling in basketball).

**Week 23:** Identify the types of basic skills in basketball and apply them in a game of basketball (lay up in basketball).

### SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical strategies in this section cover different methods in teaching the concepts in basketball. Examples of approaches suggested are collaborative learning, group work and talk for learning. In addition, gifted learners should be tasked with additional responsibilities such as group leaders and peer teachers to support other learners in understanding the concepts and performing the skills. Learners who need help should be given special assistance and additional guide to learn the skills at their own pace.

### ASSESSMENT SUMMARY

Assign tasks to cover the dribbling and lay-up skills in basketball, taking into consideration the levels of learners' ability and the complexity of knowledge required from them. This should be done through group work, collaboration, mixed-ability and mixed-gender performances. Accept varying responses from learners on given tasks such as oral description, demonstration and full performances. Develop rubrics to score the oral descriptions, demonstrations and full performances of learners.

**WEEK 22**

**Learning Indicator:** *Identify the types of basic skills in basketball and apply them in a game of basketball (Dribbling in basketball)*

**Theme or Focal Area:** **Dribbling in Basketball**

**Background**

Basketball is a team sport where two teams, consisting of five players each, compete to score points by shooting a ball through a raised hoop or basket located at each end of a rectangular court. The game is played with specific rules and features fast-paced action, requiring a combination of athletic skills, strategy and teamwork.

In basketball, the main objective is to score more points than the opposing team. Players can score by shooting the ball into the opponent's basket from different positions on the court with varying point values for each shot. A field goal (a regular basket) typically scores two points, while shots taken from beyond a designated line (the three-point line) earn three points. Free throws awarded for certain fouls are worth one point each.

Basketball is played professionally in leagues around the world, with the National Basketball Association (NBA) in the United States being one of the most prominent. It is also a popular sport at the collegiate and amateur levels, as well as in international competitions such as the Olympic Games and the FIBA World Cup.

The sport requires players to have a mix of skills, including shooting, dribbling, passing, rebounding and defence. It also emphasises teamwork, communication and strategy, as teams develop plays and formations to outwit their opponents. A standard match consists of four quarters of 12 minutes and the team that scores the most points wins.

**Dribbling in Basketball**

**Dribbling**

Dribbling in basketball is the skill of bouncing the ball repeatedly with one hand while moving around the court. It is a basic skill that allows players to advance the ball, evade defenders and create scoring opportunities. To play basketball effectively, a lot of it depends on how skilfully a player dribbles with the ball.



**Fig. 22.1:** *Exhibiting the Dribbling Skill*

**Source:** *Masterclass.com, 2021*



### Basic Dribbling Skills/Steps

- i. **Bouncing:** Bouncing is the fundamental skill of controlling the ball while moving. The hand is used to repeatedly tap or push the ball onto the floor, keeping it in motion while navigating the court or moving.
  - *How to bounce:*
    - o Maintain a relaxed grip on the ball.
    - o Spread out fingers for better control.
    - o Use a combination of wrist and finger movements to guide the bouncing of the ball.
    - o Bend the elbows up and down to support the relaxed wrist and the fingers, ensuring coordination from the shoulder to the fingers.
    - o The ball should make contact with the floor at an angle that allows it to return to the hand smoothly, enabling the player to maintain possession and advance towards the basket or pass to teammates.

Effective bouncing requires coordination, timing and awareness of the surrounding of players in a game situation. Mastering this skill is essential for ball control, creating scoring opportunities and executing offensive strategies in basketball.

- ii. **Pacing:** Pacing refers to movement with the ball and the ability to control the speed and tempo of the dribbling. Pacing is done by bouncing and adding walking or running. Knowing how to pace helps to dribble quickly to advance the ball or create scoring opportunities. It also helps to determine when to slow down to maintain possession, charge on the defence or execute a shot.
- iii. **Ball control:** Ball control in basketball refers to a player's ability to handle and manipulate the ball effectively using their hands or body. It involves maintaining possession of the ball while pacing and bouncing, shooting, passing or receiving passes. Good ball control enables players to protect the ball from opponents, execute moves and manoeuvres with precision, and make accurate passes and shots.
- iv. **Eyes up:** This refers to learning to keep the eyes up and away from the ball while dribbling to scan the court and be aware of teammates and opponents.



**Fig. 22.2:** Basic Dribbling Skills

Source: TribLive, 2020



## Types of Dribbling

- i. **Speed dribble:** Dribbling at a fast pace while maintaining control of the ball.
- ii. **Crossover dribble:** Changing the ball from one hand to the other while dribbling to change direction and avoid defenders.
- iii. **Between-the-legs dribble:** Dribbling the ball between the legs to change direction or create space from defenders.
- iv. **Retreat dribble:** Dribbling backwards to create space from a defender or reset the offence.
- v. **Low dribble:** Keeping the dribble close to the ground to make it harder for defenders to steal the ball.
- vi. **Protective dribble:** Using the body and off-arm to shield the ball from defenders while dribbling, such as keeping the non-dribbling arm extended.



**Fig. 22.3:** *The Different Dribbling Skills*

Source: Fairgaze, 2019

## The Importance of Dribbling in Basketball

- i. *Ball control:* Dribbling allows players to maintain control of the ball while moving around the court, enabling them to navigate through defenders and avoid turnovers.
- ii. *Creation of chances:* Dribbling enables players to create scoring opportunities. It opens space for teammates and creates shooting opportunities. It's a fundamental skill for initiating offensive plays and breaking down defensive formations.
- iii. *Versatility:* Players who are proficient at dribbling with both hands are more creative on the court as they can attack from different angles and directions, making it harder to tackle them.
- iv. *Transition offence:* Dribbling is essential for fast break situations, allowing players to quickly advance the ball and capitalise on scoring opportunities.
- v. *Reduction of pressure:* When faced with defensive pressure, dribbling provides a means for players to relieve pressure, create separation from defenders and attack.
- vi. *Easy ball movement:* Dribbling is often used in combination with passing to facilitate ball movement and player motion while on the attack, leading to better spacing and scoring opportunities.

- vii. *Individual creativity*: Dribbling allows players to showcase their creativity and style on the court, as they can incorporate various dribble moves and fakes to deceive opponents and create scoring chances.
- viii. *Fundamental skill development*: Mastering dribbling lays the foundation for developing other essential basketball skills such as shooting, passing and finishing at the rim.

### Learning Tasks

- a. Explain dribbling in basketball.
- b. Explain the importance of dribbling in basketball.
- c. Execute dribbling in basketball.

### Pedagogical Exemplars

#### a. Starter /Warm-up Activity

Divide the class into four groups. Place cones or markers at one end of the court as the starting line and another set of cones at the opposite end as the finish line. Each team member stands behind the starting line. On your signal, the first player from each group runs to the finish line while maintaining control of the ball with both hands, focusing on keeping it close to the body. Once the player reaches the finish line, he/she returns to tag the next teammate who receives the ball and the relay continues until all team members complete the course. The team to finish first is declared a winner. This activity helps learners get comfortable with the ball and prepares them physically for learning dribbling skills.

**Note:** Teachers have the option to choose their own activities as a starter and warm-up.

#### b. Main Activity: Dribbling in Basketball

- i. *Introduction to dribbling*: Learners discuss the importance of dribbling in basketball and demonstrate how it is done. In mixed-ability groups, encourage peer demonstrations and practise fostering collaboration and learning from peers of different skill levels. Provide additional support and encouragement for learners with less experience by pairing them with more skilled mates for guided practice.
- ii. *Proper hand placement*: Learners position their hands on top of the ball with fingers spread out for control. Guide them in adjusting their hand placement through physical prompts. Offer verbal cues and reminders for learners who may struggle with motor skills or coordination. Break down the task into smaller steps. Model proper hand placement repeatedly to ensure that all learners have multiple opportunities to observe and practise. Guide learners to have patience with each other.
- iii. *Stationary dribbling*: Learners practise stationary dribbling drills where they practise dribbling the ball while standing still. Emphasise keeping their eyes up and focusing on the ball's bounce. For learners with mixed abilities and who may have challenges controlling regulation-sized balls, offer modifications such as using larger, smaller or softer balls e.g. football, netball, volleyball. Provide additional support and repetition for learners with less experience by offering guided practice and individualised feedback.
- iv. *Stationary dribbling with dominant hand*: Learners practise dribbling with their dominant hand first to build confidence and control. Provide encouragement and positive reinforcement to build confidence for learners who may feel apprehensive or less skilled. Offer additional practice opportunities and individualised feedback for those who may struggle initially, focusing on mastering the basic technique before progressing.
- v. *Stationary dribbling with non-dominant hand*: Learners are encouraged to practise dribbling with their non-dominant hand to develop ambidexterity (ability to use both limbs

with ease). Break down the task into smaller steps and provide visual demonstrations for learners who may struggle with motor skills or coordination. Encourage peer support and collaboration, allowing learners to observe and learn from each other. Provide additional practice time and repetition for learners who may require extra support in developing ambidexterity.

- vi. *Stationary basic dribble moves*: Learners practise more advanced drills such as the crossover and between-the-legs dribble. Break down each move into smaller steps and demonstrate slowly. Encourage learners who may struggle with more advanced drills to focus on mastering the basic technique first. Break down each move into smaller steps and provide verbal cues and reminders to help learners understand and execute the movements. Offer opportunities for peer modelling and practice. Encourage learners to observe and learn from each other.
- vii. *Moving dribbling drills*: Learners progress to dribbling while walking, then jogging and finally running. Emphasise maintaining control and proper technique at higher speeds. Modify tasks such as reducing the distance or intensity of the drills for learners who may struggle with higher speeds. Offer additional practice time and repetition for learners who may need extra support in developing control and proper technique. Incorporate peer support and collaboration, allowing learners to observe and learn from each other's successes and challenges.
- viii. *Change of direction*: Learners practise how to change direction while dribbling using moves such as the crossover or between-the-legs. Guide them to start with slow, deliberate movements and gradually increase speed. Break down the task into smaller steps and offer additional support and guidance for learners who may require extra assistance. Encourage peer support and collaboration, allowing learners to learn from each other and provide feedback on technique and execution.
- ix. *Drills for control*: Learners go further to practise drills that focus on dribbling low to the ground, dribbling through cones or around obstacles to improve ball control. Adjust the difficulty level or provide additional support for learners who may struggle with ball control. Offer opportunities for repetition and practice, allowing learners to gradually improve their skills and build confidence. Provide positive feedback and encouragement to motivate learners to persevere and improve.

### c. Mini Game

#### Station Work/Circuit Training:

Set up different dribbling stations around the court, each focusing on a specific skill (e.g. speed dribbling, change of direction, between-the-legs dribble). Rotate learners through the stations while they move with the ball, allowing them to practise each skill for a set amount of time. On the sound of the whistle, they move to the next station.

### d. Closure

In a free-standing formation, learners describe and demonstrate what they have learnt and share their personal experiences from the activities.

### e. Cool Down

In a free formation, learners walk around and follow the teacher's directions and demonstrations with different bodily actions to return the body to its normal resting state.

## Key Assessment

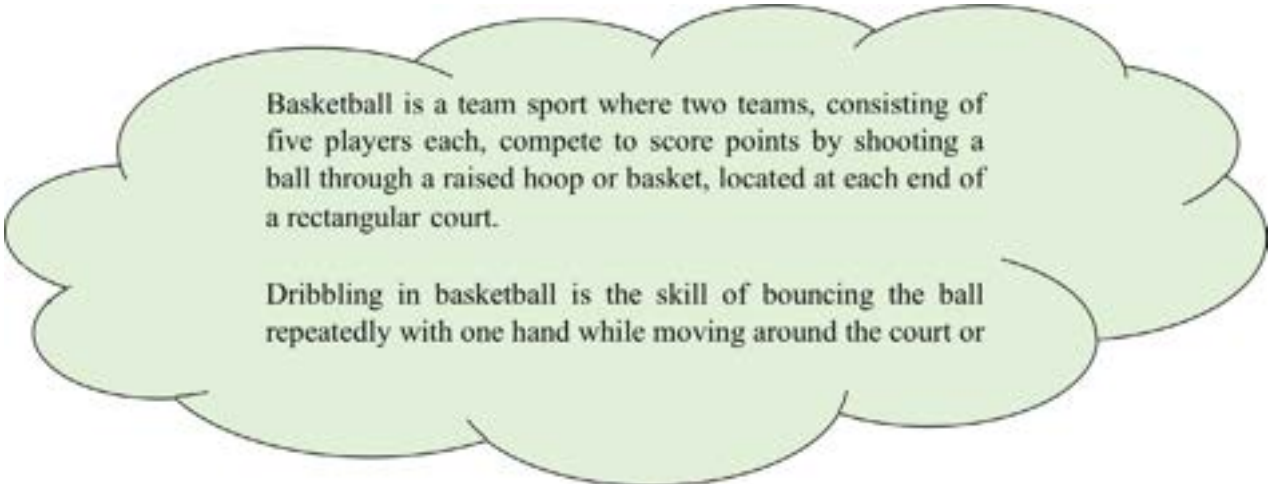
**Level 1:** Explain dribbling in basketball.

**Level 1:** State the types of dribbling in basketball.

**Level 2:** Describe the importance of dribbling in basketball.

**Level 2:** Explain how dribbling is executed.

**Level 3:** Demonstrate how dribbling is executed.



Basketball is a team sport where two teams, consisting of five players each, compete to score points by shooting a ball through a raised hoop or basket, located at each end of a rectangular court.

Dribbling in basketball is the skill of bouncing the ball repeatedly with one hand while moving around the court or

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**WEEK 23**

**Learning Indicator:** *Identify the types of basic skills in basketball and apply them in a game of basketball (lay-up in basketball).*

**Theme or Focal Area:** **Lay-up in Basketball**

## Lay-Up in Basketball

### Lay-up

A lay-up in basketball is a shot where a player drives towards the basket and attempts to score by gently laying the ball into the hoop with the aid of the backboard. It is one of the most basic and commonly used shots in the game. It is executed close to the basket, often when a player has a clear path to the hoop or when they manage to skilfully navigate around defenders. A lay-up is considered a high rate shot when executed properly, since it minimises the distance between the shooter and the basket, increasing the likelihood of scoring. The motion and the one-handed reach towards the basket distinguish it from a jump shot.



**Fig. 23.1:** *Demonstration of a Lay-up*

### How to Perform a Lay-up

Executing a lay-up in basketball involves combination of footwork, timing and shooting technique. Below is a step-by-step guide on how to perform a basic lay-up:

- i. Start with the ball:** Begin by holding the basketball with both hands at chest level. Keep eyes on the basket.
- ii. Approach the basket:** Position yourself to face the basket and take one or two steps towards it.
- iii. Choose your footwork:**
  - For a right-handed lay-up, approach the basket and plant the left foot. Take off with the right foot (leading leg, in front) while lifting the ball with the right hand.
  - For a left-handed lay-up, approach and plant the right foot. Take off with left foot (leading leg, in front) while lifting the ball with the left hand.
- iv. Lift and extend:** As a step is taken towards the basket, begin to lift the ball with the shooting hand while extending the non-shooting arm outward for balance and to protect the ball from defenders.





**Fig. 23.2:** Approach, Footwork and Lift and Extend (For a right-hand shot)

Source: WikiHow, 2024

- v. **Guide the ball with one hand:** Lift the ball with the shooting hand, using the non-shooting hand for balance or to shield the ball from defenders.



**Fig. 23.3:** Guiding/Guarding the Ball, Using Non-Shooting Arm for Balance and Defence

Source: Baylor Lariat

- vi. **Shoot the lay-up:** Once the basket is reached, use a soft touch to guide the ball towards the backboard or directly into the basket. The ideal target on the backboard is the square above the hoop's rim.
- vii. **Follow through:** After releasing the ball, maintain balance and be prepared to recover quickly for any next action.





**Fig. 24.3:** *Shooting and the Follow-through*

*Source: Baylor Lariat*

**viii. Land safely:** Have a double landing by ensuring your two feet touch the ground almost at the same time. As you come down, ensure a safe landing with your knees slightly bent to absorb the impact.

*Note: Practise the effective use of the backboard to improve accuracy.*

### **The Importance of a Lay-up in Basketball**

- i. High-scoring efficiency:** Lay-ups have a high probability of success due to their proximity to the basket, making them one of the most efficient scoring methods.
- ii. Key to fast breaks:** Lay-ups are a primary way to score quickly by creating fast breaks.
- iii. Versatility:** Lay-ups help players to quickly adjust to various situations, whether to drive through defence traffic, tearing away from a defender or finishing a fast break.
- iv. Provides a foundation for complex skills:** Lay-ups are foundational to basketball. They provide the building blocks for learning more advanced offensive techniques.
- v. Develops coordination and balance:** Learning to execute lay-ups helps to develop good footwork, body control and coordination, leading to overall skill development.
- vi. Draws fouls:** Lay-ups often occur in close quarters with defenders, creating opportunities to draw fouls and earn free throws.
- vii. Opens up the defence:** An effective lay-up forces the defence to collapse, creating more opportunities for outside shooters and cutters.
- viii. Confidence booster:** Successful lay-ups build player's confidence, especially during fast breaks or clutch situations.
- ix. Rapid transition:** Lay-ups are integral parts of quick movements from defence to offence, allowing teams to quickly convert defensive stops into attack to score easy points.

### Learning Tasks

1. Explain the execution of a lay-up in basketball.
2. Explain the importance of a lay-up in basketball.
3. Execute a lay-up in basketball.

### Pedagogical Exemplars

#### Starter /Warm-up Activity

Play a line game with learners. Demarcate a manageable area. Ask three or four learners to hold hands in a line formation. These learners try to tag (touch or catch) other learners who are trying to avoid their tag. Any member who is caught becomes a member of the catching line. Anyone who steps outside the demarcated area becomes a part of the catching line. This continues till the last person is declared the winner. This warm-up is designed to create fast movement, change of direction and quick thinking among learners while ensuring peaceful co-existence.

*Note: Teachers have the option to choose their own activities as a starter and warm-up.*

#### Main Activity: Lay-Up in Basketball

- i. **Footwork:** Describe and demonstrate the footwork. Guide learners to simulate the basic two-step approach (right-left for right-handed lay-ups, left-right for left-handed lay-ups). If physical demonstration is not enough, use videos to aid the learning. For learners needing additional support, use floor markers to indicate where to step. Ensure equal representation of male and female peer teachers demonstrating footwork to counter gender stereotypes. Encourage learners with mobility issues to take just one step in their practice.
- ii. **Shooting technique:** Learners practise the proper grip, finger placement and release for a lay-up. Use visual aids such as posters or videos to demonstrate the technique. Improvise a lowered hoop to assist struggling learners to start from their level and to build confidence. For highly proficient learners, add challenges such as contested lay-ups and also guide them to assist the learners who require additional assistance. Use gender-neutral language and examples to avoid reinforcing stereotypes. Provide additional support for learners with coordination or cognitive issues.
- iii. **Use of backboard:** Explain how to aim for the square on the backboard to guide the shot. Use physical markers to demonstrate the correct target. For learners needing extra support, conduct a 'target practice' with simple lay-ups using lowered hoops. For advanced learners, introduce different angles and shots (e.g. reverse lay-ups). Simplify the task and provide additional repetition for learners with special education needs. Introduce local and traditional games and dances (where alternate leg movements are used) to enable learners to build balance and coordination skills for the approach and landing. Reduce the distance or remove obstacles for learners with mobility issues.
- iv. **Use of non-shooting arm:** Explain and demonstrate how to use the non-shooting arm for balance and protection. Learners practise the effective use of the non-shooting arm with the aid of visual cues and physical examples. Simplify the movements and offer individual assistance for learners with coordination challenges. For advanced learners, introduce more complex scenarios requiring arm protection. Simplify movement skills for learners with physical limitations. Address gender and socio-cultural diversity by providing diverse examples of effective arm use in lay-ups.

### Mini-Game: Lay-up Relay

Learners play a fun and dynamic mini-game or scrimmage focused on practising lay-ups in a game-like setting. Below is a 10-minute mini-game to reinforce the lay-up skills learnt.

Divide the class into two teams and set up two improvised baskets on opposite ends of the court (that is if there are no existing post). Each team lines up behind the baseline of one basket. The objective is for each team to score as many lay-ups as possible within a designated time frame. Here's how the game works:

- i. *Start the clock:* Begin a 5-minute countdown timer. This sets the duration for the mini-game.
- ii. *Begin the relay:* The first player from each team dribbles towards their respective basket and attempts a lay-up.
- iii. *Pass and go:* After attempting the lay-up, the shooter retrieves their own rebound and passes the ball to the next player in line. The shooter then goes to the back of the line.
- iv. *Continuous action:* The next player in line dribbles in for their lay-up as soon as they receive the pass. The process continues in a relay fashion until the time runs out.
- v. *Scoring:* Each made lay-up earns one point for the team. Keep track of the points scored by each team throughout the game.
- vi. *Encourage technique:* Encourage learners to focus on proper footwork, shooting technique and using the backboard during their lay-up attempts.
- vii. *Teamwork and speed:* Emphasise teamwork and quick transitions between players to maximise scoring opportunities.
- viii. *Fair play:* Remind learners to play safely and respectfully, avoiding excessive physical contact.
- ix. *Positive reinforcement:* Offer encouragement and positive feedback throughout the game to motivate learners and reinforce their efforts.
- x. *Stop the clock:* Stop the timer as soon as the five minutes is up.
- xi. *Reflection and discussion:* When the time is up, tally the points scored by each team. Gather learners together for a brief reflection on the mini-game, discussing what they learnt, areas for improvement and any highlights or challenges they encountered.

### Closure

In a horseshoe standing formation, learners reflect on their experience and share what they learnt about a lay-up. Encourage them to think about how they can improve and what they enjoyed about the lesson.

### Cool Down

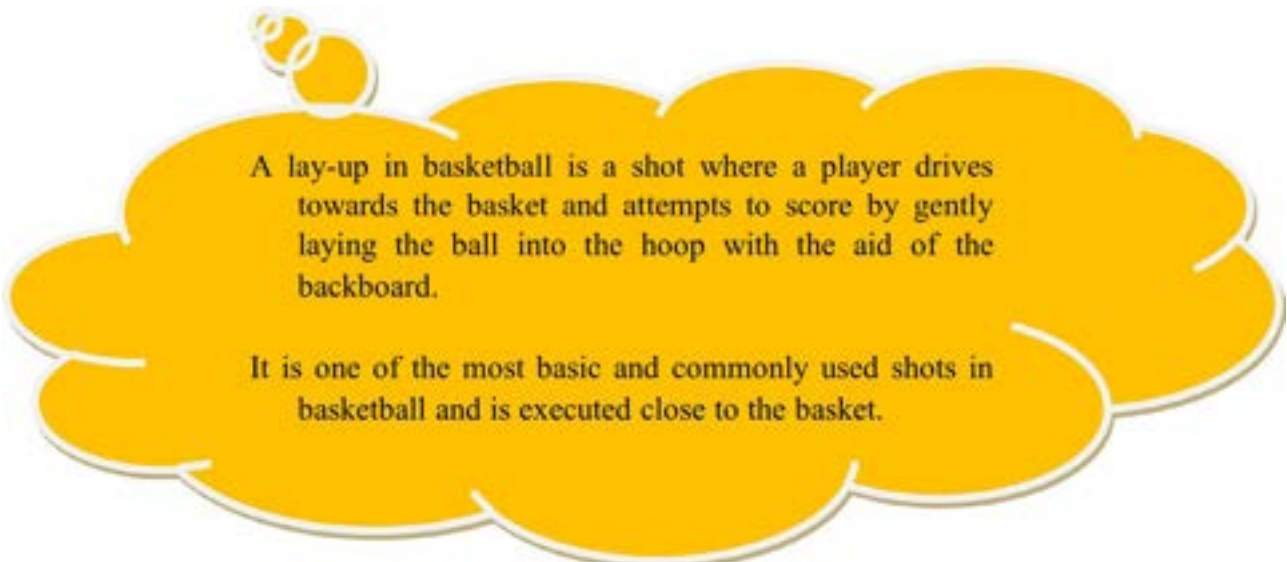
Learners walk briskly around the playing court while moving their arms in different actions and twisting the torso in following the teacher's directions.

### Key Assessments

**Level 1:** Describe the importance of a lay-up in basketball.

**Level 2:** Describe how a lay-up is executed.

**Level 3:** Demonstrate how a lay-up is executed.



A lay-up in basketball is a shot where a player drives towards the basket and attempts to score by gently laying the ball into the hoop with the aid of the backboard.

It is one of the most basic and commonly used shots in basketball and is executed close to the basket.

## Section Review

In Week 22, the lesson focused on introducing dribbling skills in basketball. It emphasised the importance of dribbling for ball control and offensive play. Essential skills taught included proper hand placement, stationary dribbling and dribbling with both dominant and non-dominant hands. Other moves such as crossovers and between-the-legs dribbles, drills for control, moving dribbling drills and change of direction techniques were learnt. It is crucial to remember the importance of maintaining a low dribble, keeping eyes up and using both hands equally for better control and versatility on the court. Additionally, positive reinforcement, repetitions and opportunities for peer support are provided. Also provided are essential strategies for accommodating diverse learning needs to ensure all learners progress and succeed in developing their dribbling skills. Moving forward, design a practice programme for consistent training and reinforcement of these fundamental skills to foster mastery and success. Give tasks that will cater for individual learning needs of each learner to ensure inclusion.

In Week 23, the focus was on acquiring the foundational knowledge of a lay-up, one of the basic skills in basketball. The section started with a brief overview of the mechanics involved in a proper lay-up. A variety of drills such as relay races are used to keep the exercises engaging and competitive and to ensure active participation of all learners. To accommodate learners with different physical abilities, they are provided with modified balls of varying weights and sizes, e.g. football, volleyball, netball. This approach allowed every learner to participate at an appropriate level. Visual aids such as diagrams and videos are used to illustrate the correct skills. Personalised guidance is provided for those who require extra help. In addition, the employment of peer-to-peer coaching to foster a collaborative environment is encouraged to allow learners to learn from one another. These strategies will ensure that every learner, regardless of their skill level or background, is actively engaged in the learning process and will have the chance to improve their lay-up technique.

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