

PHYSICAL EDUCATION & HEALTH (CORE)

CURRICULUM FOR SECONDARY
EDUCATION (SHS 1 – 3)



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION



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

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FOREWORD

Through the National Council for Curriculum and Assessment (NaCCA), Ghana's Ministry of Education has introduced a series of curriculum reforms to improve the quality and relevance of learning experiences in pre-tertiary schools in the country. These reforms will improve learning through the introduction of innovative pedagogies that encourage critical thinking and problem-solving. For a long time, our learners memorise facts and figures, which does not develop their analytical and practical skills. The Ministry recognises that learners need to be equipped with the right tools, knowledge, skills and competencies to deal with the fast-changing environment and the challenges facing their communities, the nation and the world.

These curriculum reforms were derived from the Education Strategic Plan (ESP 2018-2030), the National Pre-tertiary Education Curriculum Framework (NPTECF) and the National Pre-Tertiary Learning Assessment Framework (NPLAF), which were all approved by Cabinet in 2018. The new standards-based curriculum implemented in 2019 in basic schools, aims to equip learners to apply their knowledge innovatively to solve everyday problems. It also prioritises assessing learners' knowledge, skills, attitudes, and values, emphasising their achievements. The content of the basic school standards-based curriculum was therefore designed to promote a curriculum tailored to the diverse educational needs of the country's youth. It addresses the current curriculum's deficiencies in learning and assessment, especially in literacy and numeracy. These reforms have been carried out in phases. The curriculum for the basic school level – KG, Primary and Junior High School (JHS) – was developed and implemented from 2019 to 2021.

The curriculum for Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technical, Engineering and Mathematics (STEM), which constitutes the next phase, is designed to ensure the continuation of learning experiences from JHS. It introduces flexible pathways for progression to facilitate the choice of subjects necessary for further study, the world of work and adult life. The new SHS, SHTS and STEM curriculum emphasises the acquisition of 21st Century skills and competencies, character development and instilling of national values. Social and Emotional Learning (SEL), Information Communications Technology, Gender Equality and Social Inclusion, have all been integrated into the curriculum. Assessment – formative and summative has been incorporated into the curriculum and aligned with the learning outcomes throughout the three-year programme.

The Ministry of Education's reform aims to ensure that graduates of our secondary schools can successfully compete in international high school competitions and, at the same time, be equipped with the necessary employable skills and work ethos to succeed in life. The Ministry of Education, therefore, sees the Senior High School (SHS) curriculum as occupying a critical place in the education system – providing improved educational opportunities and outcomes for further studies, the world of work and adult life – and is consequently prioritising its implementation.

ACKNOWLEDGEMENTS

This standards-based SHS curriculum was created using the National Pre-Tertiary Learning Assessment Framework (NPLAF), the Secondary Education Assessment Guide (SEAG), and the Teacher and Learner Resource Packs which include Professional Learning Community (PLC) Materials and Subject Manuals for teachers and learners. All the above-mentioned documents were developed by the National Council for Curriculum and Assessment (NaCCA). The Ministry of Education (MoE) provided oversight and strategic direction for the development of the curriculum with NaCCA receiving support from multiple agencies of the MoE and other relevant stakeholders. NaCCA would like to extend its sincere gratitude, on behalf of the MoE, to all its partners who participated in the professional conversations and discussions during the development of this SHS curriculum.

In particular, NaCCA would also like to extend its appreciation to the leadership of the Ghana Education Service (GES), the National School Inspectorate Authority (NaSIA), the National Teaching Council (NTC), the Commission for Technical and Vocational Education and Training (Commission for TVET), West African Examinations Council (WAEC) and other agencies of the MoE that supported the entire process. In addition, NaCCA acknowledges and values the contributions

made by personnel from various universities, colleges of education Industry players, Vice Chancellors Ghana, Vice Chancellors Technical Universities as well as educators and learners working within the Ghana education landscape.

Special appreciation is extended to consultants who contributed to development of the curriculum. The development process involved multiple engagements between national stakeholders and various groups with interests in the curriculum. These groups include the teacher unions, the Association of Ghana Industries, and heads of secondary schools.

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THE SHS CURRICULUM OVERVIEW

The vision for this curriculum is to ensure the nation has a secondary education system that enables all Ghanaian children to acquire the 21st Century skills, competencies, knowledge, values and attitudes required to be responsible citizens, ready for the world of work, further studies and adult life. The nation's core values drive the SHS curriculum, and it is intended to achieve Sustainable Development Goal 4: 'Inclusive, equitable quality education and life-long learning for all'. Above all, it is a curriculum enabling its graduates to contribute to the ongoing growth and development of the nation's economy and well-being.

The curriculum is inclusive, flexible, and robust. It was written under the auspices of the National Council for Curriculum and Assessment by a team of expert curriculum writers across Ghana. It reflects the needs of critical stakeholders, including industry, tertiary education, the West African Examination Council, SHS learners, teachers, and school leaders. It has been written based on the National Pre-Tertiary Learning and Assessment Framework and the Secondary Education Policy.

The key features of the curriculum include:

- flexible learning pathways at all levels, including for gifted and talented learners and those with deficiencies in numeracy and literacy, to ensure it can meet the needs of learners from diverse backgrounds and with different interests and abilities.
- the five core learning areas for secondary education: science and technology, language arts, humanities, technical and vocational and business; with emphasis placed on STEM and agriculture as integral to each subject.
- a structured, standards-based approach that supports the acquisition of knowledge, skills and competencies, and transition and seamless progress throughout secondary education, from JHS to SHS and through the three years of SHS.
- a focus on interactive approaches to teaching and assessment to ensure learning goes beyond recall enabling learners to acquire the ability to understand, apply, analyse and create.
- guidance on pedagogy, coupled with exemplars, demonstrating how to integrate cross-cutting themes such as 21st Century skills, core competencies,

the use of ICT, literacy and mathematics, Social Emotional Learning, Gender Equality and Social Inclusion as tools for learning and skills for life. Shared Ghanaian values are also embedded in the curriculum.

The curriculum writing process was rigorous and involved developing and using a Curriculum Writing Guide which provided systematic instructions for writers. The process was quality assured at three levels: through (a) evaluation by national experts, (b) trialling curriculum materials in schools and (c) through an external evaluation by a team of national and international experts. Evidence and insights from these activities helped hone the draft's final version. The outcome is a curriculum coherently aligned with national priorities, policies and the needs of stakeholders. A curriculum tailored to the Ghanaian context ensures that all learners benefit from their schooling and develop their full potential.

The following section highlights the details of the front matter of the draft curriculum. The vision, philosophy and goal of the curriculum are presented. This is followed by the details of the 21st Century skills and competencies, teaching and learning approaches, instructional design and assessment strategies. The template for the curriculum frame, which outlines the scope and sequence, the design that links the learning outcomes to particular 21st Century skills and competencies, as well as Gender Equality and Social Inclusion, Social and Emotional Learning and Ghanaian values are presented together with the structure of the lesson frame showing the links between the content standards, learning indicators with their corresponding pedagogical exemplars and assessment strategies.

INTRODUCTION

Effective implementation of this Senior High School (SHS) curriculum is the key to creating a well-educated and well-balanced workforce that is ready to contribute to Ghana's progress by harnessing the potential of the growing youth population, considering the demographic transition the country is currently experiencing (Educational Strategic Plan [ESP] 2018-2030). SHS curriculum aims to expand equitable, inclusive access to relevant education for all young people, including those in disadvantaged and underserved communities, those with special educational needs and those who are gifted and talented. Senior High School allows young people to develop further skills and competencies and progress in learning achievement, building from the foundation laid in Junior High School. This curriculum intends to meet the learning needs of all high school learners by acquiring 21st Century skills and competencies to prepare them for further studies, the world of work and adult life. Changing global economic, social and technological context requires life-long learning, unlearning, and continuous processes of reflection, anticipation and action.

Philosophy of Senior High School Curriculum

The philosophy underpinning the SHS curriculum is that every learner can develop their potential to the fullest if the right environment is created and skilled teachers effectively support them to benefit from the subjects offered at SHS. Every learner needs to be equipped with skills and competencies of interest to further their education, live a responsible adult life or proceed to the world of work.

Vision of Senior High School Curriculum

The vision of the curriculum is to prepare SHS graduates equipped with relevant skills and competencies to progress and succeed in further studies, the world of work and adult life. It aims to equip all learners with the 21st Century skills and competencies required to be responsible citizens and lifelong learners. When young people are prepared to become effective, engaging, and responsible citizens, they will contribute to the ongoing growth and development of the nation's economy and well-being.

Goal of Senior High School Curriculum

The goal of the curriculum is to achieve relevant and quality SHS through the integration of 21st Century skills and competencies as set out in the Secondary Education Policy. The key features to integrate into the curriculum are:

- Foundational Knowledge: literacy, numeracy, scientific literacy, information, communication and digital literacies, 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, integrity, self-directed learning, self-confidence, adaptability and resourcefulness, leadership, and responsible citizenship.

The JHS curriculum has been designed to ensure that learners are adequately equipped to transition seamlessly into SHS, where they will be equipped with the relevant knowledge, skills and competencies. The SHS curriculum emphasises character building, acquisition of 21st Century skills and competencies and nurturing core values within an environment of quality education to ensure the transition to further study, the world of work and adult life. This requires the delivery of robust secondary education that meets the varied learning needs of the youth in Ghana. The SHS curriculum, therefore, seeks to develop learners to become technology-inclined, scientifically literate, good problem-solvers who can think critically and creatively and are equipped to communicate with fluency, and possess the confidence and competence to participate fully in Ghanaian society as responsible local and global citizens – (referred to as 'Glocal citizens').

The SHS curriculum is driven by the nation's core values of truth, integrity, diversity, equity, discipline, self-directed learning, self-confidence, adaptability and resourcefulness, leadership, and responsible citizenship, and with the intent of achieving the Sustainable Development Goal 4: 'Inclusive, equitable quality education and life-long learning for all'. The following sections elaborate on the critical competencies required of every SHS learner:

Gender Equality and Social Inclusion (GESI)

- Appreciate their uniqueness about others.
- Pay attention to the uniqueness and unique needs of others.
- Value the perspective, experience, and opinion of others.
- Respect individuals of different beliefs, political views/ leanings, cultures, and religions.
- Embrace diversity and practise inclusion.
- Value and work in favour of a democratic and inclusive society.
- Be conscious of the existence of minority and disadvantaged groups in society and work to support them.
- Gain clarity about misconceptions/myths about gender, disability, ethnicity, age, religion, and all other excluded groups in society
- Interrogate and dispel their stereotypes and biases about gender and other disadvantaged and excluded groups in society.
- Appreciate the influence of socialisation in shaping social norms, roles, responsibilities, and mindsets.
- Identify injustice and advocate for change.
- Feel empowered to speak up for themselves and be a voice for other disadvantaged groups.

21st Century Skills and Competencies

In today's fast-changing world, high school graduates must be prepared for the 21st Century world of work. The study of Mathematics, Science, and Language Arts alone is no longer enough. High school graduates need a variety of skills and competencies to adapt to the global economy. Critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity, and social skills are needed. These skills help learners to keep up with today's fast-paced job market. Employers want workers with more than academic knowledge. The 21st Century skills and competencies help graduates navigate the complex and changing workplace. Also, these help them become active citizens who improve their communities. Acquisition of 21st Century skills in high school requires a change in pedagogy from the approach that has been prevalent in Ghana in recent years. Teachers should discourage and abandon rote memorisation and passive learning. Instead, they should encourage active learning, collaboration, and problem-solving, project-

based, inquiry-based, and other learner-centred pedagogy should be used. As well as aligning with global best practices, these approaches also seek to reconnect formal education in Ghana with values-based indigenous education and discovery-based learning which existed in Ghana in pre-colonial times. This is aligned with the 'glocal' nature of this curriculum, connecting with Ghana's past to create confident citizens who can engage effectively in a global world. Digitalisation, automation, technological advances and the changing nature of work globally mean that young people need a new set of skills, knowledge and competencies to succeed in this dynamic and globalised labour market.

Critical Thinking and Problem-Solving Competency

- Ability to question norms, practices, and opinions, to reflect on one's values, perceptions, and actions.
- Ability to use reasoning skills to come to a logical conclusion.
- Being able to consider different perspectives and points of view
- Respecting evidence and reasoning
- Not being stuck in one position
- Ability to take a position in a discourse
- The overarching ability to apply different problem-solving frameworks to complex problems and develop viable, inclusive, and equitable solution options that integrate the above-mentioned competencies, promote sustainable development,

Creativity

- Ability to identify and solve complex problems through creative thinking.
- Ability to generate new ideas and innovative solutions to old problems.
- Ability to demonstrate originality and flexibility in approaching tasks and challenges.
- Collaborating with others to develop and refine creative ideas
- Ability to incorporate feedback and criticism into the creative process
- Utilising technology and other resources to enhance creativity
- Demonstrating a willingness to take risks and experiment with new approaches
- Adapting to changing circumstances and further information to maintain creativity

- Integrating multiple perspectives and disciplines to foster creativity
- Ability to communicate creative ideas effectively to a variety of audiences

Collaboration

- Abilities to learn from others; to understand and respect the needs, perspectives, and actions of others (empathy)
- Ability to understand, relate to and be sensitive to others (empathic leadership)
- Ability to deal with conflicts in a group
- Ability to facilitate collaborative and participatory problem-solving
- Ability to work with others to achieve a common goal.
- Ability to engage in effective communication, active listening, and the ability to compromise.
- Ability to work in groups on projects and assignments.

Communication

- Know the specific literacy and language of the subjects studied
- Use language for academic purposes
- Communicate effectively and meaningfully in a Ghanaian Language and English Language
- Communicate confidently, ethically, and effectively in different social contexts.
- Communicate confidently and effectively to different participants in different contexts
- Ability to communicate effectively verbally, non-verbally and through writing.
- Demonstrate requisite personal and social skills that are consistent with changes in society
- Ability to express ideas clearly and persuasively, listen actively, and respond appropriately
- Ability to develop digital communication skills such as email etiquette and online collaboration.
- Ability to engage in public speaking, debate, and written communication.

Learning for Life

- Understand subject content and apply it in different contexts
- Apply mathematical and scientific concepts in daily life

- Demonstrate mastery of skills in literacy, numeracy, and digital literacy.
- Develop an inquiry-based approach to continual learning.
- Be able to understand higher-order concepts and corresponding underlying principles.
- Participate in the creative use of the expressive arts and engage in aesthetic appreciation.
- Use and apply a variety of digital technologies
- Be digitally literate with a strong understanding of ICT and be confident in its application.
- Be equipped with the necessary qualifications to gain access to further and higher education and the world of work and adult life
- Ability to apply knowledge practically in the workplace so that they are able to utilise theory by translating it into practice.
- Develop their abilities, gifts and talents to be able to play a meaningful role in the development of the country
- Be able to think critically and creatively, anticipate consequences, recognise opportunities and be risk-takers
- Ability to pursue self-directed learning with the desire to chart a path to become effective lifelong learners.
- Independent thinkers and doers who show initiative and take action.
- Ability to innovate and think creatively, building on their knowledge base so that they take risks to achieve new goals
- Ability to think critically and solve problems so that they become positive change agents at work, in further study and in their personal lives.
- Be motivated to adapt to the changing needs of society through self-evaluation and ongoing training
- Be able to establish and maintain innovative enterprises both individually and in collaboration with others.
- Be able to ethically prioritise economic values to ensure stability and autonomy
- Show flexibility and preparedness to deal with job mobility
- Be committed towards the improvement of their quality of life and that of others
- Feel empowered in decision-making processes at various levels e.g., personal, group, class, school, etc.

- Be able to seek and respond to assistance, guidance and/or support when needed.
- Ability to make and adhere to commitments.
- Adopt a healthy and active lifestyle and appreciate how to use leisure time well.
- Be enthusiastic, with the knowledge, understanding and skill that enable them to progress to tertiary level, the world of work and adult life.
- Ability to transition from school to the world of work or further study by applying knowledge, skills and attitudes in new situations.
- Be independent, have academic and communication skills such as clarity of expression (written and spoken), and the ability to support their arguments.
- Be innovative and understand the 21st Century skills and competencies and apply them to everyday life.

Global and Local (Glocal) Citizenship

- Appreciate and respect the Ghanaian identity, culture, and heritage
- Be conscious of current global issues and relate well with people from different cultures
- Act in favour of the common good, social cohesion and social justice
- Have the requisite personal and social skills to handle changes in society
- Appreciate the impact of globalisation on the society.
- Ability to be an honest global citizen displaying leadership skills and moral fortitude with an understanding of the wider world and how to enhance Ghana's standing.

Systems Thinking Competency

- Ability to recognise and understand relationships
- Ability to analyse complex systems
- Ability to think of how systems are embedded within different domains and different scales
- Ability to deal with uncertainty

Normative Competency

- Ability to understand and reflect on the norms and values that underlie one's actions

- Ability to negotiate values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions

Anticipatory Competency

- Ability to understand and evaluate multiple futures – possible, probable, and desirable
- Ability to create one's vision for the future.
- Ability to apply the precautionary principle
- Ability to assess the consequences of actions
- Ability to deal with risks and changes

Strategic Competency

- Ability to collectively develop and implement innovative actions that further a cause at the local level and beyond.
- Ability to understand the bigger picture and the implications of smaller actions on them

Self-Awareness Competency

- The ability to reflect on one's role in the local community and (global) society
- Ability to continually evaluate and further motivate one's actions
- Ability to deal with one's feelings and desires

Social Emotional Learning (SEL): Five Core Competencies with Examples

I. Self-Awareness

Understanding one's emotions, thoughts, and values and how they influence one's behaviour in various situations. This includes the ability to recognise one's strengths and weaknesses with a sense of confidence and purpose. For instance:

- *Integrating personal and social identities;*
- *Identifying personal, cultural, and linguistic assets;*
- *Identifying one's emotions;*
- *Demonstrating honesty and integrity;*
- *Connecting feelings, values, and thoughts;*

- *Examining prejudices and biases;*
- *Experiencing self-efficacy;*
- *Having a growth mindset;*
- *Developing interests and a sense of purpose;*

2. Self-Management

The capacity to control one’s emotions, thoughts, and actions in a variety of situations and to realise one’s ambitions. This includes delaying obtaining one’s desires, dealing with stress, and feeling motivated and accountable for achieving personal and group goals. For instance:

- *Managing one’s emotions;*
- *Identifying and utilising stress-management strategies;*
- *Demonstrating self-discipline and self-motivation;*
- *Setting personal and group goals;*
- *Using planning and organisation skills;*
- *Having the courage to take the initiative;*
- *Demonstrating personal and collective agency;*

3. Social Awareness

The capacity to comprehend and care for others regardless of their backgrounds, cultures, and circumstances. This includes caring for others, understanding larger historical and social norms for behaviour in different contexts, and recognising family, school, and community resources and supports. For instance:

- *Recognising others’ strengths*
- *Demonstrating empathy and compassion*
- *Caring about others’ feelings*
- *Understanding and expressing gratitude*
- *Recognising situational demands and opportunities*
- *Understanding how organisations and systems influence behaviour*

4. Relationship Skills

The capacity to establish and maintain healthy, beneficial relationships and adapt to various social situations and groups. This includes speaking clearly, listening attentively, collaborating, solving problems and resolving conflicts as a group,

adapting to diverse social and cultural demands and opportunities, taking the initiative, and asking for or offering assistance when necessary. For instance:

- *Communicating effectively;*
- *Building positive relationships;*
- *Demonstrating cultural competence;*
- *Working as a team to solve problems;*
- *Constructively resolving conflicts;*
- *Withstanding negative social pressure;*
- *Taking the initiative in groups;*
- *Seeking or assisting when needed;*
- *Advocating for the rights of others.*

5. Responsible Decision-Making

The capacity to make thoughtful and constructive decisions regarding acting and interacting with others in various situations. This includes weighing the pros and cons of various personal, social, and group well-being actions. For example:

- *Demonstrating curiosity and an open mind;*
- *Solving personal and social problems;*
- *Learning to make reasonable decisions after analysing information, data, and facts;*
- *Anticipating and evaluating the effects of one’s actions;*
- *Recognising that critical thinking skills are applicable both inside and outside of the classroom;*
- *Reflecting on one’s role in promoting personal, family, and community well-being;*
- *Evaluating personal, interpersonal, community, and institutional impacts*

Learning and Teaching Approaches

Learning and teaching should develop learners as self-directed and lifelong learners. Learners must be helped to build up deep learning skills and competencies to develop the ability to acquire, integrate and apply knowledge and skills to solve authentic and real-life problems. Learners need to be exposed to a variety of learning experiences to enable them to collaborate with others, construct meaning, plan, manage, and make choices and decisions about their learning. This will allow them to internalise newly acquired knowledge and skills and help them

to take ownership of their education. The 21st Century skills and competencies describe the relevant global and contextualised skills that the SHS curriculum is designed to help learners acquire in addition to the 4Rs (Reading, wRiting, aRithmetic and cReativity). These skills and competencies, as tools for learning and teaching and skills for life, will allow learners to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, digitally literate, and culturally and globally sensitive citizens who are life-long learners with a keen interest in their personal development and contributing to national development.

Given the diverse needs of learners, teachers need to have a thorough grasp of the different pedagogies as they design and enact meaningful learning experiences to meet the needs of different learners in the classroom. The teaching-learning techniques and strategies should include practical activities, discussion, investigation, role play, problem-based, context-based, and project-based learning. Active learning strategies have become increasingly popular in education as they provide learners with meaningful opportunities to engage with the material. These strategies emphasise the use of creative and inclusive pedagogies and learner-centred approaches anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated teaching and learning, holistic learning, and cross-disciplinary learning. They include experiential learning, problem-based learning, project-based learning, and talk-for-learning approaches. Some of the pedagogical exemplars to guide learning and teaching of the SHS curriculum include:

- **Experiential Learning:** Experiential learning is a hands-on approach to learning that involves learners in real-world experiences. This approach focuses on the process of learning rather than the result. Learners are encouraged to reflect on their experiences and use them to develop new skills and knowledge. Experiential learning can take many forms, including internships, service learning, and field trips. One of the main benefits of experiential learning is that it allows learners to apply what they have learned in the classroom to real-world situations. This can help them develop a deeper understanding of the material and make connections between different concepts. Additionally, experiential learning can help learners develop important skills such as critical thinking, problem-solving and communication.
- **Problem-Based Learning:** Problem-based learning is an approach that involves learners in solving real-world problems. Learners are presented with

a problem or scenario and are asked to work together to find a solution. This approach encourages learners to take an active role in their learning and helps them develop important skills such as critical thinking and problem-solving. One of the main benefits of problem-based learning is that it encourages learners to take ownership of their learning. By working together to solve problems, learners can develop important skills such as collaboration and communication. Additionally, problem-based learning can help learners develop a deeper understanding of the material as they apply it to real-world situations.

- **Project-Based Learning:** Project-based learning is a hands-on approach to learning that involves learners in creating a project or product. This approach allows learners to take an active role in their learning and encourages them to develop important skills such as critical thinking, problem-solving, collaboration, and communication. One of the main benefits of project-based learning is that it allows learners to apply what they have learned in the classroom to real-world situations. Additionally, project-based learning can help learners develop important skills from each other and develop a deeper understanding of the material.
- **Talk for Learning Approaches:** Talk for learning approaches (TfL) are a range of techniques and strategies that are used to encourage learners to talk by involving them in discussions and debates about the material they are learning. This approach encourages learners to take an active role in their learning and helps them develop important skills such as critical thinking, collaboration and communication and also makes them develop confidence. One of the main benefits of TfL is that it encourages learners to think deeply about the material they are learning. By engaging in discussions and debates, learners can develop a deeper understanding of the material and make connections between different concepts.
- **Initiating Talk for Learning:** Initiating talk for learning requires the use of strategies that would encourage learners to talk in class. It helps learners to talk and participate meaningfully and actively in the teaching and learning process. Apart from developing skills such as communication and critical thinking, it also helps learners to develop confidence. Some strategies for initiating talk among learners are Activity Ball; Think-Pair-Share; Always, Sometimes, Never True; Matching and Ordering of Cards.
- **Building on What Others Say:** Building on what others say is an approach that involves learners in listening to and responding to their classmates'

ideas. This approach encourages learners to take an active role in their learning and helps them develop important skills such as critical thinking and communication. One of the main benefits of building on what others say is that it encourages learners to think deeply about the material they are learning. By listening to their classmates' ideas, learners can develop a deeper understanding of the material and make connections between different concepts. Additionally, building on what others say can help learners develop important skills such as collaboration and reflection. Some of the strategies to encourage learners to build on what others say are brainstorming, concept cartoons, pyramid discussion, and 5 Whys, amongst others.

- **Managing Talk for Learning:** Managing talk for learning requires the use of various strategies to effectively coordinate what learners say in class. Effective communication is a crucial aspect of learning in the classroom. Teachers must manage talk to ensure that learners are engaged, learning, and on-task in meaningful and purposeful ways. Some strategies for managing learners' contributions are debates, think-pair-share, sage in the circle etc.
- **Structuring Talk for Learning:** One effective way to shape learners' contributions is to structure classroom discussions. Structured discussions provide a framework for learners to engage in meaningful dialogue and develop critical thinking skills. Teachers can structure discussions by providing clear guidelines, such as speaking one at a time, listening actively, and building on each other's ideas. One popular structured discussion technique is the "think-pair-share" method. In this method, learners think about a question or prompt individually, and then pair up with a partner to discuss their ideas. Finally, the pairs share their ideas with the whole class. This method encourages all learners to participate and ensures that everyone has a chance to share their thoughts. Another effective way to structure talk for learning is to use open-ended questions. Open-ended questions encourage learners to think deeply and critically about a topic. They also promote discussion and collaboration among learners. Teachers can use open-ended questions to guide classroom discussions and encourage learners to share their ideas and perspectives. Other strategies that can be used are Concept/Mind Mapping, "Know," "Want to Know," "Learned" (KWL); Participatory Feedback; and the 5 Whys.
- **Diamond Nine:** The Diamond Nine activity is a useful tool for managing talk for learning in the classroom. This activity involves ranking items or ideas in order of importance or relevance. Learners work in groups to arrange cards

or sticky notes with different ideas or concepts into a diamond shape, with the most important idea at the top and the least important at the bottom. The Diamond Nine activity encourages learners to think critically about a topic and prioritise their ideas. It also promotes collaboration and discussion among group members. Teachers can use this activity to introduce a new topic, review material, or assess student understanding.

- **Group Work/Collaborative Learning:** Group work or collaborative learning are effective strategies for managing talk for learning in the classroom. These strategies encourage learners to work together to solve problems, share ideas, and learn from each other. Group work and collaborative learning also promote communication and collaborative skills that are essential for success in the workplace and in life. To implement group work effectively, teachers must provide clear guidelines and expectations for group members. They should also monitor group work to ensure that all learners are participating and on-task. Teachers can also use group work as an opportunity to assess individual student understanding and participation.
- **Inquiry-Based Learning:** Learners explore and discover new information by asking questions and investigating.
- **Problem-Based Learning:** Learners are given real-world problems to solve and must use critical thinking and problem-solving skills.
- **Project-Based Learning:** Learners work on long-term projects that relate to real-world scenarios.
- **Flipped Classroom:** Learners watch lectures or instructional videos at home and complete assignments and activities in class.
- **Mastery-Based Learning:** Learners learn at their own pace and only move on to new material once they have mastered the current material.
- **Gamification:** Learning is turned into a game-like experience with points, rewards, and competition.

These strategies provide learners with opportunities to engage with the material in meaningful ways and develop important skills such as critical thinking, problem-solving, collaboration, and communication. By incorporating these strategies into their teaching, teachers can help learners develop a deeper understanding of the material and prepare them for success in the real world. Effective communication is essential for learning in the classroom. Teachers must manage talk to ensure that learners are engaged in learning and on-task. Strategies such as structuring

talk for learning, using Diamond Nine activities, and implementing group work/ collaborative learning can help teachers manage talk effectively and promote student learning and engagement. By implementing these strategies, teachers can create a positive and productive learning environment where all learners can succeed.

Universal Design for Learning (UDL) in the SHS Curriculum

The design of the curriculum uses UDL to ensure the creation of flexible learning environments that can accommodate a wide range of learner abilities, needs, and preferences. The curriculum is designed to provide multiple means of engagement, representation, and action and expression, so teachers can create a more inclusive and effective learning experience for all learners. UDL is beneficial for all learners, but it is particularly beneficial for learners needing special support and learners who may struggle with traditional teaching approaches. The integration of UDL in the pedagogy is aimed at making learning accessible to everyone and helping all learners reach their full potential. For instance, teachers need to:

- incorporate multiple means of representation into their pedagogy, such as using different types of media and materials to present information.
- provide learners with multiple means of action and expression, such as giving them options for how they can demonstrate their learning.
- consider incorporating multiple means of engagement into their choice of pedagogy, such as incorporating games or interactive activities to make learning more fun and engaging.

By doing these, teachers can help ensure that the curriculum is accessible and effective for all learners, regardless of their individual needs and abilities.

Curriculum and Assessment Design: Revised Bloom's Taxonomy and Webb's Depth of Knowledge

The design of this curriculum uses the revised Bloom's Taxonomy and Webb's Depth of Knowledge (DoK) as frameworks to design what to teach and assess.

The Revised Bloom's Taxonomy provides a framework for designing effective learning experiences. Understanding the different levels of learning, informed the creation of activities and assessments that challenge learners at the appropriate level and help them progress to higher levels of thinking. Additionally, the framework emphasises the importance of higher-order thinking skills, such

as analysis, evaluation, and creation, which are essential for success in today's complex and rapidly changing world. This framework is a valuable tool for educators who want to design effective learning experiences that challenge students at the appropriate level and help them develop higher-order thinking skills. By understanding the six levels of learning and incorporating them into their teaching, educators can help prepare students for success in the 21st century. The six hierarchical levels of the revised Bloom's Taxonomy are:

1. **Remember** – At the foundation is learners' ability to remember. That is retrieving knowledge from long-term memory. This level requires learners to recall concepts—identify, recall, and retrieve information. Remembering is comprised of identifying, listing, and describing. Retrieving relevant knowledge from long-term memory includes, recognising, and recalling is critical for this level.
2. **Understand** – At understanding, learners are required to construct meaning that can be shown through clarification, paraphrasing, representing, comparing, contrasting and the ability to predict. This level requires interpretation, demonstration, and classification. Learners explain and interpret concepts at this level.
3. **Apply** – This level requires learners' ability to carry out procedures at the right time in a given situation. This level requires the application of knowledge to novel situations as well as executing, implementing, and solving problems. To apply, learners must solve multi-step problems.
4. **Analyse** – The ability to break things down into their parts and determine relationships between those parts and being able to tell the difference between what is relevant and irrelevant. At this level, information is deconstructed, and its relationships are understood. Comparing and contrasting information and organising it is key. Breaking material into its constituent parts and detecting how the parts relate to one another and an overall structure or purpose is required. The analysis also includes differentiating, organising and attributing.
5. **Evaluate** – The ability to make judgments based on criteria. To check whether there are fallacies and inconsistencies. This level involves information evaluation, critique, examination, and formulation of hypotheses.
6. **Create** – The ability to design a project or an experiment. To create, entails learners bringing something new. This level requires generating information—planning, designing, and constructing.

Webb's Depth of Knowledge (DoK) is a framework that helps educators and learners understand the level of cognitive engagement required for different types of learning tasks. The framework includes four levels. By understanding the four DoK levels, educators can design learning activities that challenge students to engage in deeper thinking and problem-solving. DoK is an essential tool for designing effective instruction and assessments. By understanding the different levels of DoK, teachers can design instruction and assessments that align with what they intend to achieve. DoK is a useful tool for differentiating instruction and providing appropriate challenges for all learners. Teachers can use DOK to identify students who need additional support or those who are ready for more advanced tasks. The four levels of Webb's' DoK assessment framework are:

- **Level 1: Recall and Reproduction** – Assessment at this level is on recall of facts, concepts, information, and procedures—this involves basic knowledge acquisition. Learners are asked specific questions to launch activities, exercises, and assessments. The assessment is focused on recollection and reproduction.
- **Level 2: Skills of Conceptual Understanding** – Assessment at this level goes beyond simple recall to include making connections between pieces of information. The learner's application of skills and concepts is assessed. The assessment task is focused more on the use of information to solve multi-step problems. A learner is required to make decisions about how to apply facts and details provided to them.
- **Level 3: Strategic Reasoning** – At this level, the learner's strategic thinking and reasoning which is abstract and complex is assessed. The assessment task requires learners to analyse and evaluate composite real-world problems with predictable outcomes. A learner must apply logic, employ problem-solving strategies, and use skills from multiple subject areas to generate solutions. Multitasking is expected of learners at this level.
- **Level 4: Extended Critical Thinking and Reasoning** – At this level of assessment, the learner's extended thinking to solve complex and authentic problems with unpredictable outcomes is the goal. The learner must be able to strategically analyse, investigate, and reflect while working to solve a problem, or changing their approach to accommodate new information. The assessment requires sophisticated and creative thinking. As part of this assessment, the learner must know how to evaluate their progress and determine whether they are on track to a feasible solution for themselves.

The main distinction between these two conceptual frameworks is what is measured. The revised Bloom's Taxonomy assesses the cognitive level that learners must demonstrate as evidence that a learning experience occurred. The DoK, on the other hand, is focused on the context—the scenario, setting, or situation—in which learners should express their learning. In this curriculum, the revised Bloom's taxonomy guided the design, and the DoK is used to guide the assessment of learning. The taxonomy provides the instructional framework, and the DoK analyses the assignment specifics. It is important to note that Bloom's Taxonomy requires learners to master the lower levels before progressing to the next. So, suppose the goal is to apply a mathematical formula. In that case, they must first be able to identify that formula and its primary purpose (remember and understand). The cognitive rigour is therefore presented in incremental steps to demonstrate the learning progression. When measuring assessments in DoK, learners move fluidly through all levels. In the same example, while solving a problem with a formula, learners recall the formula (DoK 1) to solve the problem (DoK 2 and DoK 3). Depending on the difficulty of the problem to be solved, the learner may progress to DoK 4.

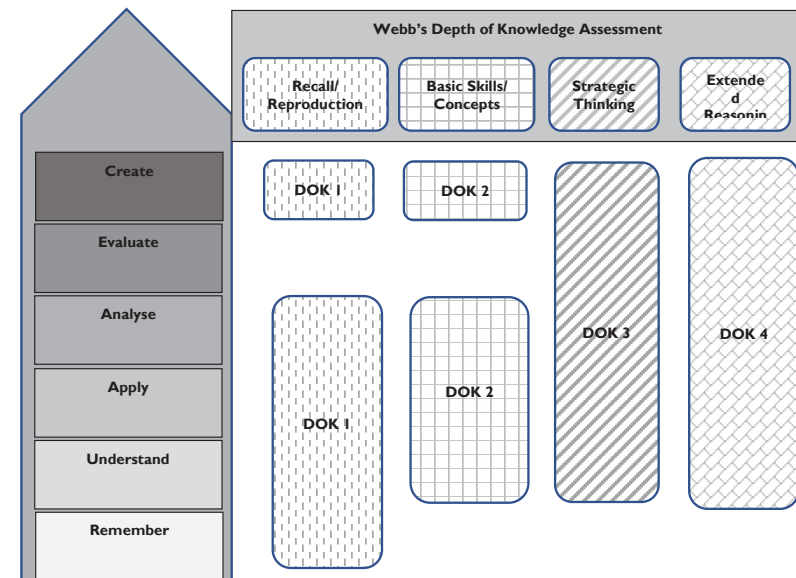


Figure 1: Revised Bloom Taxonomy combined with Webb's Depth of Knowledge for Teaching and Assessment

The structure of teaching and the assessment should align with the six levels of Bloom's knowledge hierarchy and DoK shown in Figure 1. Each level of DoK

should be used to assess specific domains of Bloom's Taxonomy as illustrated in the table below:

Depth of Knowledge (DoK) Assessment	Bloom's Taxonomy applied to DoK
• Level 1: Recall and Reproduction	• Remembering, Understanding, Application, Analysis and Creation
• Level 2: Basic Skills and Concepts	• Understanding, Application, Analysis and Creation
• Level 3: Strategic Thinking	• Understanding, Application, Analysis, Evaluation and Creation
• Level 4: Extended Reasoning	• Understanding, Application, Analysis, Evaluation and Creation

In line with the National Pre-Tertiary Learning and Assessment Framework, the Secondary Education Assessment Guide (SEAG) requires that classroom assessments should cover **Assessment as learning (AaL), Assessment of learning (AoL) and Assessment for learning (AfL)**. Therefore, teachers should align the Revised Bloom's Taxonomy with the DoK framework of assessment. Formative assessments should include classroom discussions, project-based assignments, and self-reflection exercises, while summative assessments should include standardised tests and rubric-based evaluations of learners' work. It is important to seek feedback from learners themselves, as they may have unique insights into how well they are developing these skills in the classroom.

To assess 21st Century skills and competencies in the classroom, teachers will have to use a combination of both formative and summative assessments to evaluate learners' acquisition of these skills and competencies. For instance:

- Identify the specific 21st Century skills and competencies to be assessed. For instance, you might want to assess *critical thinking, problem-solving, or creativity*.
- Align the skills and competencies with the DoK levels. For example, lower DoK levels might be more appropriate for assessing basic knowledge and

comprehension, whereas higher DoK levels might be more appropriate for assessing more complex skills such as *analysis, synthesis, and evaluation*.

- Develop assessment items that align with the DoK levels and the skills and competencies you want to assess. These items should be designed to elicit evidence of learning across the different levels of the DoK framework.
- Administer the assessment and collect data. Analyse the data to gain insights into student learning and identify areas where learners may need additional support or instruction.

The DoK framework is a powerful tool for assessing the acquisition of 21st Century skills and competencies in the classroom, helping teachers to better understand how learners are learning and identify areas for improvement.

Educational success is no longer about producing content knowledge, but rather about extrapolating from what we know and applying the knowledge creatively in new situations.

The overall assessment of learning at SHS should be aligned with the National Pre-Tertiary Learning and Assessment Framework and the Secondary Education Assessment Guide. Formative and summative assessment strategies must be used.

Definition of Key Terms and Concepts in the Curriculum

- **Learning Outcomes:** It is a statement that defines the knowledge, skills, and abilities that learners should possess and be able to demonstrate after completing a learning experience. They are specific, measurable, attainable, and aligned with the content standards of the curriculum. It helps the teachers to determine what to teach, how to teach, and how to assess learning. Also, it communicates expectations to learners and helps them to better master the subject.
- **Learning Indicators:** They are measures that allow teachers to observe progress in the development of capacities and skills. They provide a simple and reliable means to evaluate the quality and efficacy of teaching practices, content delivery, and attainment of learning outcomes.
- **Content Standards:** It is a statement that defines the knowledge, skills, and understanding that learners are expected to learn in a particular subject area or grade level. They provide a clear target for learners and teachers and help focus resources on learner achievement.
- **Pedagogical Exemplars:** They are teaching examples used to convey values and standards to learners. Pedagogical Exemplars are usually demonstrated through teacher behaviour.
- **Assessment:** It is the systematic collection and analysis of data about learners' learning to improve the learning process or make a judgement on learner achievement levels. Assessment is aimed at developing a deep understanding of what learners know, understand, and can do with their knowledge because of their educational experiences. Assessment involves the use of empirical data on learners' learning to improve learning. Assessment is an essential aspect of the teaching and learning process in education, which enables teachers to assess the effectiveness of their teaching by linking learner performance to specific learning outcomes.
- **Teaching and Learning Resources:** Teaching and learning resources are essential tools for teachers to provide high-quality education to their learners. These resources can take various forms, including textbooks, audiovisual materials, online resources, and educational software. It is also important to avoid stereotypes and use inclusive language in teaching and learning resources. This means avoiding language that reinforces negative stereotypes and using language that is respectful and inclusive of all individuals regardless of their background. Using a consistent tone, style, and design is very important.

PHILOSOPHY, VISION AND GOAL OF PHYSICAL EDUCATION & HEALTH (CORE)

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.

Goal

The study of Core Physical Education and Health Curriculum seeks to provide learners of PEH with knowledge, experiences and 21st century skills to enable them to become confident and pursue interesting career opportunities in the field of sports and athletics and further their education in PEH or related subjects in order to become useful contributors for national development.

Contextual Issues

Physical Education curriculum in Senior High Schools has been undervalued and under resourced due to biases and misconceptions stakeholders have about the subject. There is gender stereotype, overuse of teacher-centered approach, inadequate creative pedagogies, underuse of differentiation and inclusion teaching strategies as well as educational policies. Interestingly, during intra and inter schools' sports and athletics activities, all learners show a lot of interest and enthusiasm in participating in various activities which is critical for their personal development.

Rationale

The core Physical Education and Health Curriculum focuses on the provision of learners with knowledge, experiences and 21st century skills for the purposes of preparing athletes for interesting career opportunities and furthering of their education for to become useful global citizens.

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SCOPE AND SEQUENCE

Core Physical Education and Health Summary

S/N	STRAND	SUB-STRAND	YEAR 1			YEAR 2			YEAR 3		
			CS	LO	LI	CS	LO	LI	CS	LO	LI
I	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
Total			5	5	23	4	10	24	8	10	24

Overall Totals (SHS 1 – 3)

Content Standards	17
Learning Outcomes	25
Learning Indicators	71

YEAR ONE

Subject **Physical Education and Health**
Strand I **Physical Activity and Health**
Sub-Strand I **Career Pathways in Physical Activity and Sports**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.I.I.LO.1 Explain various career pathways in the physical education and health enterprise.</p>	<p>Digital literacy: Equipping learners with ICT tools for learning.</p> <p>Collaboration: The ability to learn from others to understand and respect their needs.</p> <p>Communication: Learners should communicate confidently, ethically, and effectively in different social contexts</p> <p>Learning for life: Identify interesting career pathways in PE and strive toward becoming a professional in them.</p>	<p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Be gender-neutral in choosing career pathways. ● Accept and believe in every member of a group they may be working with. ● Respect individuals of different beliefs or culture. ● Be gender responsive and have the ability to tackle injustice ● Be open to each other and embrace diversity and practice inclusion ● Be sensitive to the inter- relatedness of the various spheres of life, groups. ● Ensure the formation of mixed ability and mixed gender groups where applicable and examples when answering question and making contribution. ● Be gender-neutral in their responses and examples when answering question and making contribution.

		<p>Modifications and Adaptations: Group learners based on abilities, gender, cultural, religious and social class diversity for empowerment, scaffolding, academic support and individual temperaments for healthy learning.</p> <p>Gender-neutral responses: Guide learners to give gender-neutral responses and examples when answering question and making contribution.</p> <p>SEL: As part of achieving each learning outcome in the curriculum, the teacher should apply the social and emotional learning strategies to make sure that learners develop: <i>Self-Awareness, Self-Management, Responsible, Decision making, Social Awareness and Relationship skills.</i> Provide learners chances to explore on how they learn to enable them accurately assess their own capabilities and qualities to allow them make decisions concerning their future prospect. Let learners realise that they can accomplish their goals with hard work, persistence, and good strategies.</p> <p>National Core Values: Tolerance, commitment, Dedication</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI			Assessment
1.1.1.CS.1	1.1.1.LI.1			1.1.1.AS.1
Demonstrate knowledge and understanding of career pathways in physical education and health (e.g., teaching, educational leadership, sport management, coaching, etc.)	<p>Identify and discuss career pathways in physical education and health and the professional attributes and mind sets required for practice.</p> <p>Collaborative learning: In mixed-ability groups, let learners watch a video/picture of the various careers in Physical Education and Health and discuss their job descriptions, highlighting the skills and mindset required for the role. Ask learners to make notes for presentation.</p> <p>Activity-Based Learning: Learner's role plays various careers in physical education and share ideas on why it is important to take physical education seriously.</p>			<p>Level 2: Explain at least three differences between a career and a profession.</p> <p>Level 3: Discuss at least four importance of choosing a career that aligns with one's interests, skills and passions.</p>
	<p>1.1.1.LI.2</p> <p>Identify role models in Ghana and beyond in various careers in physical education and discuss their contributions to the society and sports development in general.</p> <p>Collaborative Learning: In mixed-ability groups, task learners to research on some sports legends in Ghana and beyond and write on their career journey and their contributions to the development of their nations and the development of sports in general.</p>			<p>1.1.1.AS.2</p> <p>2: Describe the role and attributes of a professional athlete.</p> <p>Level 3: Describe the impact a professional athlete can have on a nation and their chosen sport.</p> <p>Level 4: Explain at least four physical education and health-based careers in a two-page essay.</p>
Teaching and Learning Materials	<ul style="list-style-type: none"> ● Online resources ● Pictures/charts ● Phones/laptops 	<ul style="list-style-type: none"> ● Projectors ● Showing or exhibiting opportunities in physical education. 	<ul style="list-style-type: none"> ● Videos ● Textbooks 	<ul style="list-style-type: none"> ● Any other relevant materials. ● Any other equipment found in the community fit for purpose.

Subject Physical Education and Health

Strand I Physical Activity and Health

Sub-Strand 2 Traditional Dances

Learning Outcomes	21 st Century Skills and Competencies	GESI ¹ , SEL ² and Shared National Values
<p>I.1.2.LO.1</p> <p>Explain traditional dance as physical and recreational activity</p>	<p>Digital literacy: Equipping learners with ICT tools for learning.</p> <p>Communication and Collaboration: Learners freely collaborate with each other to express themselves on individual’s movement patterns in traditional dances.</p> <p>Learning for life: Understand subject content and apply it in different contexts</p>	<p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Respect individuals with different beliefs, social class and culture. ● Accept and believe in every member of the group. ● Ensure the formation of mixed ability and mixed gender groups where applicable. ● Be gender responsive and have the ability to tackle injustice. ● Be open to each other and embrace diversity and practice inclusion. ● Be sensitive to the inter- relatedness of the various spheres of life. <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Likewise, consider gender, cultural, religious, social class, health status as well as individual temperaments for healthy learning.</p>

¹ Gender Equality and Social Inclusion

² Socio-Emotional Learning

		<p>Gender-neutral responses: Learners need to be guided to give gender-neutral responses and examples when answering question and making contribution.</p> <p>SEL: As part of achieving each learning outcome in the curriculum, the teacher should apply the social and emotional learning strategies to ensure that learners develop their social-emotional learning competencies.</p> <p>Social Awareness: Offer learners the opportunities to exhibit, share, explain and discuss their own traditions and culture to encourage diversity.</p> <p>Responsible Decisions making skills: Create opportunities for learners to build their confidence in taking decisions and solving problems in class and on the field of play to encourage inclusion throughout the lesson.</p> <p>National Core Values: Tolerance, friendliness, open mindedness</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>1.1.2.CS.1</p> <p>Demonstrate the understanding of traditional dances as physical and recreational activity to improve skill and health related fitness.</p>	<p>1.1.2.LI.1</p> <p>Explain the concepts of traditional dance as physical and recreational activities for improving skill and health-related fitness.</p> <p>Initiating talk for learning: (Building on what others say): Put learners into mixed-ability, mixed-culture and mixed-gender groups and based upon the videos or pictures of dance and responses from the class during the introduction section. Guide the class to make a list of traditional dances and create a shared understanding of the meaning of traditional dance.</p>	<p>1.1.2.AS.1</p> <p>Level 1: State the meaning of traditional dance and give at least three examples of a traditional dance in Ghana</p> <p>Level 2: Describe traditional dance as physical and recreational activity and give at least four health benefits of engaging traditional dances</p> <p>Level 3: Explain at least three ways traditional dances are related to physical and recreational activity and give at least six health benefits of engaging in traditional dances.</p>
	<p>1.1.2.LI.2</p>	<p>1.1.2.AS.2</p>
	<p>Perform a traditional dance as physical and recreational activities for improving skill and health-related fitness (e.g. Agbadza).</p> <p>Experiential Learning: Show a video to the whole class of the dance to be learned. Take learners through the steps involved in the dance and aid them in their various groups to practice the dance following the steps.</p>	<p>Level 1: Perform the dance with at least two steps involved.</p> <p>Level 3: Perform the dance with three steps involved in performing it.</p> <p>Level 3: Orally narrate the background to the dance and perform the dance with all steps involved in performing it</p>

	<p>1.1.2.LI.3</p> <p>Perform a traditional dance as physical and recreational activities for improving skill and health-related fitness (e.g. Kpanlogo).</p> <p>Experiential Learning and Project-Based Learning: Learners in their groups selected a traditional dance of choice at the end of the previous lesson. Learners are encouraged to research and watch videos on their chosen dances to aid their practice for the lesson.</p>			<p>1.1.2.AS.3</p> <p>Level 1: Perform the dance with at least two steps involved.</p> <p>Level 3: Perform the dance with at least three steps involved in performing it.</p> <p>Level 3: Briefly share the background to the dance and perform the dance with all steps involved in performing it.</p>
	<p>1.1.2.LI.4</p> <p>Perform a traditional dance as physical and recreational activities for improving skill and health-related fitness (e.g. Adowa).</p> <p>Experiential learning: Encourage learners to research and watch videos on their chosen dance to aid their practice and to support the integration of a modern dance movement pattern into the chosen dance.</p>			<p>1.1.2.AS.4</p> <p>Level 2: Perform the selected dance with at least two steps involved.</p> <p>Level 3: Perform the selected dance with all steps involved (formative).</p> <p>Level 3: Perform the selected dance with incorporated modern dance movement patterns</p>
<p>Teaching and Learning Materials</p>	<ul style="list-style-type: none"> ● Online resources ● Phones/laptops ● Projectors 	<ul style="list-style-type: none"> ● Drums ● Castanet ● Clappers 	<ul style="list-style-type: none"> ● Costumes for the various traditional dances ● Dance rooms or studio 	<ul style="list-style-type: none"> ● Sound system and speakers. ● Any other equipment found in the community fit for purpose.

Subject **Physical Education and Health**
Strand I **Physical Activity and Health**
Sub-Strand 3 **Gymnastics**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.1.3.LO.1</p> <p>Perform basic gymnastics activities to improve skill and health-related fitness.</p>	<p>Digital literacy: Equipping learners with ICT tools for learning.</p> <p>Communication and Collaboration: Learners freely collaborate with each other to express themselves on individual’s during gymnastics activities.</p> <p>Communication: Learners should communicate confidently, ethically, and effectively in different social contexts</p> <p>Learning for life: Identify interesting gymnastics activities in PE and strive toward becoming a professional in them. Understand subject content and apply it in different contexts.</p>	<p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Be gender-neutral in choosing gymnastics activities. ● Accept and believe in every member of a group they may be working with. ● Respect individuals of different beliefs or culture. ● Be gender responsive and have the ability to tackle injustice ● Be open to each other and embrace diversity and practice inclusion ● Be sensitive to the inter- relatedness of the various spheres of life, groups. ● Ensure the formation of mixed ability and mixed gender groups where applicable and examples when answering question and making contribution. ● Be gender-neutral in their responses and examples when answering question and making contribution.

		<p>Modifications and Adaptations: Group learners based on abilities, gender, cultural, religious and social class diversity for empowerment, scaffolding, academic support and individual temperaments for healthy learning.</p> <p>Gender-neutral responses: Guide learners to give gender-neutral responses and examples when answering question and making contribution.</p> <p>SEL: As part of achieving each learning outcome in the curriculum, the teacher should apply the social and emotional learning strategies to make sure that learners develop: <i>Self-Awareness, Self-Management, Responsible, Decision making, Social Awareness and Relationship skills.</i> Provide learners chances to explore on how they learn to enable them accurately assess their own capabilities and qualities to allow them make decisions concerning their future prospect. Let learners realise that they can accomplish their goals with hard work, persistence, and good strategies.</p> <p>National Core Values: Tolerance, commitment, Dedication</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>1.1.3.CS.1</p> <p>Demonstrate the ability perform basic gymnastics activities to improve skill and health related fitness.</p>	<p>1.1.3.LI.1</p> <p>Perform floor activities in gymnastics for improving skill and health-related fitness (forward roll).</p> <p>Collaborative learning/Group work: In mixed-ability groups, ask learners to observe charts/pictures/videos of different performances of gymnastics activities and classify them into the two main categories (artistic and rhythmic). The discussion should be led by the teacher.</p>	<p>1.1.3.AS.1</p> <p>Level 1: Describe the concept of gymnastics and classify gymnastics performances into the two main categories.</p> <p>Level 2: Describe the proper body positions to perform a forward roll.</p> <p>Level 3: Perform a forward roll without the finishing position with or without support.</p> <p>Level 3: Perform a complete forward roll twice without support.</p>
	<p>1.1.3.LI.2</p>	<p>1.1.3.AS.2</p>
	<p>Perform floor activities in gymnastics for improving skill and health-related fitness (backward roll).</p> <p>Collaborative learning/Group work: In mixed ability and mixed gender groups, let learners observe charts/pictures or watch a short video on backward roll. Practically take learners through the phases of the roll step by step.</p>	<p>Level 2: Describe the key steps involved performing a backward roll.</p> <p>Level 2: Describe the proper body positioning at the start and finish of a forward roll.</p> <p>Level 4: Perform the backwards roll with support.</p> <p>Level 4: Perform the backward roll without support</p>

	<p>I.1.3.LI.3 Perform floor activities in gymnastics for improving skill and health-related fitness (handstand).</p> <p>Collaborative learning/Group work: In mixed ability and mixed gender groups, let learners observe charts/pictures or watch a short video on handstand. Demonstrate or ask any learners who has grasped the concept after watching the video or pictures to demonstrate to the class to see before taking learners through the phases of the handstand step by step.</p>			<p>I.1.3.AS.3</p> <p>Level 2: Describe the key steps involved performing a handstand. Level 2: Describe the proper body positioning at the start and finish of a handstand. Level 4: Perform the handstand with support. Level 4: Perform the handstand without support.</p>
<p>Teaching and Learning Materials</p>	<ul style="list-style-type: none"> ● Online resources ● Phones/laptops ● Projectors 	<ul style="list-style-type: none"> ● Drums ● Castanet ● Clappers 	<ul style="list-style-type: none"> ● Costumes for the various traditional dances ● Dance rooms or studio 	<ul style="list-style-type: none"> ● Sound system and speakers. ● Any other equipment found in the community fit for purpose.

Subject Physical Education and Health

Strand I Physical Activity and Health

Sub-Strand 4 Organized Sports Participation

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.1.4.LO.1</p> <p>Demonstrate the ability to use foundational skills in performing organised team sports (e.g., football, handball, etc.)</p>	<p>Digital literacy: Equipping learners with ICT tools for learning</p> <p>Collaboration: The ability to learn from others to understand and respect their needs.</p> <p>Communication: Learners should communicate confidently, ethically, and effectively in different social contexts</p> <p>Learning for life: Understand subject content and apply it in different contexts.</p>	<p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Respect individuals of different beliefs, social class and culture ● Accept and believe in every member of the groups’ ability and capabilities. ● Ensure the formation of mixed ability and mixed gender groups where applicable ● Be gender responsive and have the ability to tackle injustice. ● Be open to each other and embrace diversity and practice inclusion ● Be sensitive to the inter- relatedness of the various spheres of life. <p>Modifications and Adaptations: Put learners in groups based on abilities, gender cultural, religious and social class diversity for empowerment, scaffolding and academic support.</p> <p>Gender-neutral responses: Learners need to be guided to give gender-neutral responses and examples when answering question and making contribution.</p> <p>SEL: In an attempt to achieve the learning outcomes in the curriculum, teachers should employ the social</p>

		<p>and emotional learning strategies to ensure that learners acquire:</p> <p>Self-Management: Offer learners with different approaches to help them manage their movement skills, thoughts, behaviours and provide support for learners having difficulties with self-regulation during lessons.</p> <p>Relationship skills: Provide opportunities for learners to practice multiple options for communicating with others, work together in groups or with partners and support learners in resolving interpersonal conflicts with others.</p> <p>Responsible decisions making: Allow learners to make decisions relating to classroom and field activities.</p> <p>National Core Values: Respect, Honesty, Discipline</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>1.1.4.CS1</p> <p>Demonstrate the ability to apply various skills in organised sports (e.g., football, handball, etc.)</p>	<p>1.1.4.LI.1</p> <p>Identify the types of basic skills in football and apply them in a game of football (passing and receiving in football).</p> <p>Collaborative learning 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. Circle Passing Drill: In groups, create a circle of learners and guide them to pass the ball around the circle.</p>	<p>1.1.4.AS.1</p> <p>Level 3: Demonstrate three passing and three receiving techniques in football. Level 4. Demonstrate passing and receiving techniques in a real-game situation.</p>
	<p>1.1.4.LI.2</p> <p>Identify the types of basic skills in football and apply them in a game (dribbling in football).</p> <p>Collaborative learning 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. Stationary dribbling drill: In groups, learners practice 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).</p>	<p>1.1.4.AS.2</p> <p>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.</p>
	<p>1.1.4.LI.3</p> <p>Identify the types of basic skills in football and apply them in a game of football (shooting in football).</p> <p>Collaborative Learning and Experiential Learning Proper foot placement: In groups 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. Kicking technique: Learners swing the arm of the non-kicking leg forward and that of the kicking leg backwards to give them balance. Hitting a target: In groups, learners practice 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.</p>	<p>1.1.4.AS.3</p> <p>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.</p>

	<p>I.1.4.LI.4</p> <p>Identify the types of basic skills in handball and apply them in a game handball (Chest pass in handball).</p> <p>Collaborative learning Pair/Group work: 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. Chest passing drill: Form pairs, with learners in each pair facing each other. Guide learners to 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</p>	<p>I.1.4.AS.4</p> <p>Level 2: Explain how the chest pass is executed. Level 3: Demonstrate how the chest pass is executed.</p>
	<p>I.1.4.LI.5</p> <p>Identify the types of basic skills in handball and apply them in a game of handball (Overhead pass in handball).</p> <p>Collaborative learning 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. 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.</p>	<p>I.1.4.AS.5</p> <p>Level 2: Explain how the overhead pass is executed. Level 3: Demonstrate how the overheard pass is executed.</p>

	<p>I.1.4.LI.6</p> <p>Identify the types of basic skills in handball and apply them in a game handball (Shooting in handball).</p> <p>Group/collaborative learning: Demonstrate how to correctly execute the shots to learners.</p> <p>Stationary shooting: In files facing a demarcated target, learners grip the ball and replicate the skill demonstrated to them standing still. Learners form semicircles 10 meters away from an improvised goal and practise shooting into the goals.</p> <p>Moving shooting: Learners practise shooting while moving.</p>	<p>I.1.4.AS.6</p> <p>Level 2: Explain the execution of the different forms of shooting in handball. Level 3: Demonstrate how shooting is executed.</p>
	<p>I.1.4.LI.7</p> <p>Identify the types of basic skills in basketball and apply them in a game of basketball (dribbling in basketball).</p> <p>Pair/individual learning</p> <p>Stationary dribbling: In groups learners practice stationary dribbling drills, where they practice dribbling the ball while standing still.</p> <p>Moving dribbling drills: Learners progress to dribbling while walking, then jogging and finally running.</p>	<p>I.1.4.AS.7</p> <p>Level 2: Describe the importance of dribbling in basketball. Level 2: Explain how dribbling is executed. Level 3: Demonstrate how dribbling is executed.</p>

	I.1.4.LI.8			I.1.4.AS.8
	<p>Identify the types of basic skills in basketball and apply them in a game of basketball (lay up in basketball).</p> <p>Pair/individual learning Footwork: Describe and demonstrate the footwork to learners. 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 be enough, use videos to aid the learning.</p> <p>Shooting technique: Learners practice the proper grip, finger placement and release for a lay-up.</p> <p>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.</p>			<p>Level 2: Describe how a lay-up is executed.</p> <p>Level 3: Demonstrate how a lay-up is executed.</p>
Teaching and Learning Materials	<ul style="list-style-type: none"> ● Online resources ● Pictures/charts ● Phones/laptops ● Projectors ● Footballs 	<ul style="list-style-type: none"> ● Handballs ● Volleyballs ● Basketballs ● Football Field ● Handball Court 	<ul style="list-style-type: none"> ● Volleyball Court ● Basketball Court ● Football nets ● Handball nets ● Volleyball nets 	<ul style="list-style-type: none"> ● Basketball nets ● Inflator ● Markers ● Training bibs

Subject Physical Education and Health

Strand I Physical Activity and Health

Sub-Strand 5 Health and Wellness

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.1.5.LO.1</p> <p>Discuss health and wellness and their importance in everyday life</p>	<p>Digital literacy: Equipping learners with ICT tools for learning.</p> <p>Critical Thinking: Learners think of how and where to get the correct answers and how to organize and present their answers to the assignment in a logical manner</p> <p>Learning for life: Understand subject content and apply it in different contexts</p>	<p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Respect individuals of different beliefs, different health conditions and disabilities. ● Accept and believe in every member of the group. ● Be gender responsive and have the ability to tackle injustice. ● Be open to each other and embrace diversity and practice inclusion ● Ensure the formation of mixed ability and mixed gender groups where applicable. <p>Modifications and Adaptations: Group learners based on abilities, gender, cultural, religious and social class diversity for empowerment, scaffolding, academic support and individual temperaments for healthy learning.</p> <p>Gender-neutral responses: Guide</p>

		<p>learners to give gender-neutral responses and examples when answering question and making contribution.</p> <p>SEL: In the quest to attain the learning outcomes in the curriculum, instructors should employ the social and emotional learning techniques to make sure that learners acquire:</p> <p>Self-management, Self-Awareness and Responsible decisions making skills: Engage learners in the process of identifying, expressing their feelings and self-reflection by allowing time for reflection during and after instructions. Learners write either a page or gives an oral reflection on the day's lessons. This process allows students to account for discrepancies in their understanding of the lesson taught.</p> <p>Relationship Skills: Create opportunities for learners to work together in groups or with partners to encourage respectful for diverse opinions and communication with others.</p> <p>National Core Values: Patience, Respect, hard work</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>1.1.5.CS1</p> <p>Demonstrate understanding of health and wellness</p>	<p>1.1.5.LI.1</p> <p>The pillars of health and how they influence life (Concept of health) Managing Talk for Learning: In groups, ask learners to discuss the meaning of health and identify the pillars of health using the internet or any other relevant material.</p>	<p>1.1.5.AS.1</p> <p>Level 3: Explain why it is important to sleep or relax and state at least four factors to consider when planning meals Level 3: Explain all four pillars of health and indicate at least four reasons why it is important to drink water regularly.</p>
	<p>1.1.5.LI.2</p> <p>Wellness, healthy and unhealthy lifestyle (Concept of wellness and healthy lifestyle) Collaborative learning/Group work: Through an interactive session, lead the discussion on wellness and healthy and unhealthy lifestyles.</p>	<p>1.1.5.AS.2</p> <p>Level 2: Describe the key elements of a healthy lifestyle. Level 3: Discuss negative behaviours that can result in bad health amongst young people.</p>
	<p>1.1.5.LI.3</p> <p>Identify and explain the determinants of health Collaborative Learning: In mixed-ability groups, 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. Talk for Learning/Discussion: In small groups, assist learners to explore the internet to discuss the factors of determinants of health, analyse their effects on health and give practical examples of them in everyday life.</p>	<p>1.1.5.AS.3</p> <p>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.</p>

	<p>I.1.5.LI.4</p> <p>Describe the wellness continuum and discuss the barriers to accessing health services.</p> <p>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.</p> <p>Structured Talk for Learning: Guide learners in mixed-ability groups to use structured discussion and explain the illness-wellness continuum and analyse its components.</p>	<p>I.1.5.AS.4</p> <p>Level 3: Describe at least four barriers to accessing health services in Ghana.</p> <p>Level 3: Explain the illness-wellness continuum and analyse its components.</p>
	<p>I.1.5.LI.5</p> <p>Identify the components of wellness and how they influence life (physical, social, intellectual/mental and emotional wellness).</p> <p>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. Learners present their answers for a whole class discussion.</p> <p>Talk for Learning: 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.</p>	<p>I.1.5.AS.5</p> <p>Level 2: Explain at least two components of wellness.</p> <p>Level 3: Analyse at least two lifestyle choices each that can lead to physical, social, mental and emotional wellness.</p> <p>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.</p>

	<p>I.1.5.LI.6</p> <p>Identify the components of wellness and how they influence life (spiritual, environmental, occupational/vocational and financial wellness).</p> <p>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.</p>			<p>I.1.5.AS.6</p> <p>Level 2: Discuss two lifestyle choices that can lead to spiritual wellness.</p> <p>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.</p>
<p>Teaching and Learning Materials</p>	<ul style="list-style-type: none"> ● Online resources ● Pictures/charts ● Phones/laptops 	<ul style="list-style-type: none"> ● Projectors ● Visual and audio-visual aids. 	<ul style="list-style-type: none"> ● Textbooks ● Any other relevant materials 	<ul style="list-style-type: none"> ● Online resources ● Learners explore the internet with their ICT tools (phones, laptops, etc.)

YEAR TWO

Subject **Physical Education and Health**
Strand I **Physical Activity and Health**
Sub-Strand 2 **Sports Participation**

Learning Outcomes	21 st Century Skills and Competencies	GESI ³ , SEL ⁴ and Shared National Values
<p>2.1.2.LO.1</p> <p>Demonstrate the ability to use basic skills in performing individual and team sports (e.g., table tennis, netball, etc).</p>	<p>Digital literacy: Equipping learners with ICT tools for teaching and learning</p> <p>Collaboration: The ability to learn from others to understand and respect the need</p> <p>Communication: Learners should communicate confidently, ethically, and effectively in different social contexts</p> <p>Learning for life: Understand subject content and apply it in different contexts</p>	<p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Respect individuals of different beliefs, social class and culture ● Accept and believe in every member of the groups’ ability and capabilities. ● Ensure the formation of mixed ability and mixed gender groups where applicable ● Be gender responsive and have the ability to tackle injustice. ● Be open to each other and embrace diversity and practice inclusion ● Be sensitive to the inter- relatedness of the various spheres of life. ● Be gender-neutral in their responses and examples when answering question and making contribution. <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious, social class, health status as well as individual temperaments for healthy learning.</p>

		<p>Gender-neutral responses: Learners need to be guided to give gender-neutral responses and examples when answering question and making contribution.</p> <p>SEL: Creating opportunities for learners to build their Social and Emotional Learning Competencies, teachers should apply the social emotional learning strategies to ensure that learners acquire: Self-Awareness, Self-Management, and Social Awareness. Create an environment that enables learners to build self-confidence, strengths, capabilities and qualities. Teach learners about stress and ways of coping with stressful experiences during lessons and competitions. Offer learners opportunities to recognize commonalities and differences, listen to their peers' opinions and express disagreements in constructive ways.</p> <p>Relationship skills: Provide opportunities for learners to reflect on positive and negative choices in relationships and consequences of each choice they make.</p> <p>Responsible Decision making: Offer opportunities for learners to evaluate their own work, evaluate various real-world scenarios and make decisions based on the information at hand in class and on the field of play.</p> <p>National Core Values: Tolerance, friendliness, open mindedness</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>2.1.2.CS.1</p> <p>Demonstrate the ability to apply various skills in performing individual and team sports (e.g., Table tennis, netball, volleyball, etc).</p>	<p>2.1.2.LI.1</p> <p>Apply basic skills in performing individual and team sports (e.g., table tennis - Service and reception in table tennis).</p> <p>Game-based Learning: Learners in mixed-gender and mixed-ability groups play a service and return challenge game.</p> <p>Collaborative Learning: Learners of different skill levels pair up to play a game concentrating on the basic skills and give constructive feedback to partners.</p>	<p>2.1.2.AS.1</p> <p>Level 2: Describe how to serve and receive in table tennis.</p> <p>Level 3: Demonstrate how to serve and receive in table tennis.</p>
	<p>2.1.2.LI.2</p> <p>Apply basic skills in performing individual and team sports (e.g., table tennis - forehand and backhand strokes in table tennis).</p> <p>Digital Learning: With the aid of digital devices, learners watch an instructional video recording on forehand and backward strokes.</p> <p>Think-pair-share: Learners in pairs think and reflect individually and share their thoughts and ideas on the basic skills of table tennis with partners and compare ideas. In pairs, learners practice the both the forehand and backhand strokes without the ball to perfect the form and follow through.</p>	<p>2.1.2.AS.2</p> <p>Level 2: Describe how to execute forehand and backhand strokes.</p> <p>Level 3: Demonstrate the forehand and backhand strokes in table tennis.</p>
	<p>2.1.2.LI.3</p> <p>Apply the basic skills acquired in a game of table tennis.</p> <p>Pair/individual learning</p> <p>Target/zonal practice game: Aim to hit forehand shots into a designated quadrant of the opponent's side to improve accuracy.</p> <p>Skill consistency rally challenge: Partner up and rally using only forehand strokes, counting how many consecutive shots you can maintain</p>	<p>2.1.2.AS.3</p> <p>Level 2: Describe at least two of the skills used in the table tennis game</p> <p>Level 3: Demonstrate at least the two skills used in the table tennis game.</p>

<p>2.1.2.LI.4</p> <p>Apply basic skills in performing individual and team sports (e.g., netball - footwork and chest pass).</p> <p>Skill based learning: Learners warm up their bodies and focus on the arms, shoulders and legs. Learners acquire the fundamental process for a chest pass through the following steps; stance, grip of ball, body position, execution and follow through. In mixed-ability and mixed-gender groups, learners practice the techniques for footwork and chest pass.</p>	<p>2.1.2.AS.4</p> <p>Level 2: Explain the key steps involved in performing a chest pass in netball. Level 3: Demonstrate how any one of the following skills is performed in netball: Chest pass, follow through, pivoting and stepping.</p>
<p>2.1.2.LI.5</p> <p>Apply basic skills in performing individual and team sports (e.g., netball - shooting).</p> <p>Activity-based learning: Learners are grouped to execute the footwork and chest pass skills in netball learnt in the previous lesson. Learners discuss the importance and mechanics of shooting to win in a netball game.</p>	<p>2.1.2.AS.5</p> <p>Level 2: Explain the role of the Goal Shooter (GS) and the Goal Attack (GA) Level 3: Demonstrate how shooting is performed in netball</p>
<p>2.1.2.LI.6</p> <p>Apply the skills acquired from the previous lessons in a game situation.</p> <p>Structured Talk for learning: Discuss and explain the fundamental rules in the game to learners (e.g., starting the game, number of players and their positions, footwork, obstruction, contact, offside, throw-ins, held ball, shooting, duration of the game etc.).</p> <p>Game-based learning: In mixed ability and mixed gender groups, learners play a game with the focus on footwork, chest pass and shooting. Learners in their groups play a match with the focus being on the use of the right techniques.</p>	<p>2.1.2.AS.6</p> <p>Level 2: Describe any three skills used during the game. Level 3: Demonstrate one of the skills used during the lesson.</p>
<p>2.1.2.LI.7</p> <p>Apply basic skills in performing individual and team sports (e.g., volleyball - underarm serve and digging reception in volleyball).</p> <p>Collaborative learning: In a circular formation, learners in mixed-ability and mixed-gender groupings practice the underarm serve technique. Learners practice the techniques for digging; the stance, hand positioning and body movement.</p>	<p>2.1.2.AS.7</p> <p>Level 2: Describe the ideal body position and movement for the executing an underarm serve in volleyball. Level 3: Demonstrate how to perform one of the skills learnt in volleyball.</p>

	2.1.2.LI.8	2.1.2.AS.8
	<p>Apply basic skills in performing individual and team sports (e.g., volleyball - reinforcement of underarm serve and digging reception in volleyball).</p> <p>Group-based learning: Learners demonstrate the skills learnt in the previous lesson. Learners in pairs stand on opposite sides of the net, serve the ball to the partner who then serves it back. Learners practise the digging reception by hitting the ball to their partners in succession.</p>	<p>Level 2: Describe how to perform the underarm serve and digging reception in volleyball Level 3: Demonstrate the underarm serve and digging reception in volleyball.</p>
	2.1.2.LI.9	2.1.2.AS.9
	<p>Apply basic skills in performing individual and team sports (e.g., volleyball - zones and rotational order on the court in volleyball).</p> <p>Collaborative learning: Numbers 1-6 are written on sizeable cards. Place each card number on the appropriate zone on the court. Using the placement of the cards, learners identify the zones on the court.</p> <p>Group based learning: Learners in mixed-ability and mixed-gender groups take turns to move from zone to zone. Learners move in a clock-wise rotation on the court. Learners continue rotating till the player who started in zone six is back in zone six.</p>	<p>Level 2: Describe the zonal position and rotation in volleyball Level 3: Demonstrate zonal positioning and rotation in volleyball. Level 4: Analyse the importance of zonal positioning and rotation in volleyball.</p>
	2.1.2.LI.10	2.1.2.AS.10
	<p>Apply basic skills in performing individual and team sports (e.g., hockey - grip and pushing in hockey).</p> <p>Structured Talk for Learning: Lead learners to discuss basic rules on starting and restarting the game, scoring, ball and stick rules, fouls and penalties. Allow learners to ask questions and clarify any misunderstandings.</p> <p>Experiential learning: Learners watch a short video of various types of grips in hockey. Learners bullet down the steps for each hand position and grip technique in hockey and share their ideas with others.</p>	<p>Level 2: Describe the hand positioning and grip technique and how to push the ball in hockey. Level 3: Identify two common mistakes players make when executing a push pass and explain how to correct them. Level 3: Demonstrate the hand positioning, grip and push-pass techniques in hockey.</p>

	2.1.2.LI.11			2.1.2.AS.11
	<p>Identify the basic skills in hockey and apply them in a game (e.g., hockey - dribbling in hockey).</p> <p>Experiential learning: Show a short video that highlights various dribbling techniques in hockey. Ask learners to note the procedures for each technique.</p> <p>Skill-based learning: Learners practice basic dribbling drills in hockey. In pairs, learners dribble the ball back and forth with their partners. They also dribble the ball in a zigzag motion between cones to their partners.</p>			<p>Level 2: Describe how to dribble in hockey.</p> <p>Level 3: Explain the difference between dribbling and passing in hockey.</p> <p>Level 3: Demonstrate how to dribble in hockey</p>
	2.1.2.LI.12			2.1.2.AS.12
	<p>Identify the basic skills in hockey and apply them in a game (e.g., hockey - hitting in hockey).</p> <p>Collaborative/Group-based learning: Explain and demonstrate hitting techniques in hockey to learners.</p> <p><i>Target practice</i> – Place cones 10m, 15m and 20m away from a demarcated area on the field with targets. Each learner is assisted to hit the ball from each of the distances in an attempt to hit the target.</p> <p><i>Partner drills</i> – pair up learners and have them pass the ball back and forth using hitting techniques emphasising correct form and control.</p>			<p>Level 2: Describe how to hit a ball in hockey.</p> <p>Level 3: What is the difference between a push and a hit in hockey</p> <p>Level 3: Demonstrate how to hit a ball in hockey.</p>
Teaching and Learning Materials	<ul style="list-style-type: none"> ● Online resources ● Pictures/charts ● Phones/laptops ● Projectors ● Footballs ● Handballs 	<ul style="list-style-type: none"> ● Volleyballs ● Basketballs ● Football Field ● Handball Court ● Volleyball Court 	<ul style="list-style-type: none"> ● Basketball Court ● Football nets ● Handball nets ● Volleyball nets ● Basketball nets 	<ul style="list-style-type: none"> ● Inflator ● Markers ● Training bibs ● Textbooks <p>Supplementary materials</p>

Subject Physical Education and Health

Strand I Physical Activity and Health

Sub-Strand 3 Health and Wellness

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
2.1.3.LO.1		
Discuss human diseases and the importance of their understanding for health and well-being.	Digital literacy: Equipping learners with ICT tools for learning.	GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and
2.1.3.LO.2		understanding among groups and individuals lead them to:
Explain the concepts of disease prevention.	Critical Thinking: Learners think of how and where to get the correct answers and how to organise and present their answers to the assignment in a logical manner	<ul style="list-style-type: none"> ● Respect individuals of different beliefs, different health conditions and disabilities.
2.1.3.LO.3		<ul style="list-style-type: none"> ● Empathise and support individuals with inherited health conditions.
Explain menstrual health and hygiene.	Learning for life: Understand subject content and apply it in different contexts	<ul style="list-style-type: none"> ● Accept and believe in every member of the group.
2.1.3.LO.4		<ul style="list-style-type: none"> ● Relate well with others from different social class.
Explain the concept of first aid	Collaboration: The ability to learn from others to understand and respect their needs.	<ul style="list-style-type: none"> ● Be gender responsive and have the ability to tackle injustice.
2.1.3.LO.5		<ul style="list-style-type: none"> ● Be open to each other and embrace diversity and practice inclusion
Explain the concept of stress and its effects on health and well-being.		<ul style="list-style-type: none"> ● Ensure the formation of mixed ability and mixed gender groups where applicable. <p>Modifications and Adaptations: Group learners based on abilities, gender, cultural, religious and social class diversity for empowerment, scaffolding, academic support and individual temperaments for healthy learning.</p> <p>Gender-neutral responses Guide learners to give gender-neutral responses and examples when answering question and making contribution.</p> <p>SEL: Offering opportunities for learners to build their Social and Emotional Learning Competencies as part of</p>

		<p>achieving each learning outcome in the curriculum, teachers should employ the social and emotional learning strategies to ensure that learners develop: <i>Self-management, Self-Awareness and Responsible decisions making skills</i>. Provide opportunities for learners to acquire and practice Self-reflecting and finding confidence skills, exhibited motivation, and SMART goal setting skills, manage emotions and conflicts skills and positive self-talk skills.</p> <p>Relationship Skills: Create opportunities for learners to work together in groups or with partners to encourage respectful for diverse opinions and communication with others.</p> <p>National Core Values: Respect, Honesty</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
2.1.3.CS.1	2.1.3.LI.1	2.1.3.AS.1
Demonstrate understanding of health and wellness.	<p>Explain the concepts of human diseases.</p> <p>Digital-based learning: Learners individually use their phones or laptops to research the meaning of disease with their examples in a friendly atmosphere and assist each other.</p> <p>Collaborative learning: In mixed ability, culture, gender and identities, learners engage in structured discussion and outline the types of diseases and the importance of understanding them.</p>	<p>Level 2: Describe the characteristics of at least four human diseases.</p> <p>Level 2: Explain four effects of human diseases on life.</p> <p>Level 3: Describe four ways by which your understanding of human diseases can help improve your well-being.</p>
	2.1.3.LI.2	2.1.3.AS.2
	<p>Discuss the classification of human diseases.</p> <p>Group-based learning: In mixed-gender and mixed-ability groups, learners research the classification of diseases. Ensure a friendly atmosphere for discussion. Each group of learners is provided with a theme for the classification.</p> <ul style="list-style-type: none"> • Project-based learning: Assist learners to write a brief report on the implications of each classification of disease on sports performance. 	<p>Level 2: Describe two ways a communicable disease differs from a non-communicable disease.</p> <p>Level 3: Explain one classification of human diseases and give two examples of such diseases.</p>
	2.1.3.LI.3	2.1.3.AS.3
	<p>Discuss vaccination and immunisation as a form of disease prevention.</p> <p>Digital-based learning: With the aid of digital devices, learners research the meaning of vaccination or immunisation and disease that can be vaccinated against including the six killer diseases.</p> <p>Experiential Learning: Learners watch a video on the types of vaccination, how vaccines work and misconceptions and myths about vaccination. Learners think about the video watched and how it can be applied to promote good health.</p>	<p>Level 2: describe at least three diseases that have been significantly controlled or eradicated through vaccination.</p> <p>Level 3: Explain three myths and misconceptions about vaccines</p> <p>Level 4: Develop four strategies that can be used to create awareness of vaccines to encourage their acceptability.</p>

	<p>2.1.3.LI.4</p> <p>Discuss the concepts of menstrual health and hygiene.</p> <p>Group-based learning: Learners in groups, use their digital devices to research and discuss the meaning of personal and menstrual hygiene and its basic principles. Each group is tasked to gather items to create a personal hygiene kit and discuss the benefits of each of the items.</p> <p>Digital-based learning: With the aid of digital devices, individuals research on how to properly use and safely dispose of each type of items in hygiene kit during menstruation.</p>	<p>2.1.3.AS.4</p> <p>Level 2: Describe three methods for properly disposing off used sanitary products</p> <p>Level 3: Explain why it is important to properly dispose off used sanitary products.</p> <p>Level 3: Suggest five ways by which females having menstrual discomforts and pains can be supported.</p>
	<p>2.1.3.LI.5</p> <p>Discuss the concept of first and the common items needed for a successful first aid application.</p> <p>Digital-based learning: Learners with the aid of their ICT tools search for the meaning of first aid. They identify the basic principles and importance of first aid and share their findings with others.</p>	<p>2.1.3.AS.5</p> <p>Level 2: For a minor burn, what is the appropriate first aid treatment?</p> <p>Level 3: Describe how five items in a first aid box are used.</p> <p>Level 4: A classmate cuts his hand deeply with on a piece of glass. Explain the steps a first aider would take to provide first aid until professional help arrives.</p>
	<p>2.1.3.LI.6</p> <p>Apply the knowledge of first aid principles to real-life scenarios and adapt responses based on the situation.</p> <p>Digital-Based Learning: With the aid of their digital devices, learners research common injuries that people suffer from. Learners describe first-aid treatment strategies/methods needed to manage the common injuries such as cuts, scrapes, minor burns, bruises, sprains and strains, blisters, <i>fracture, nosebleeds, etc.</i></p>	<p>2.1.3.AS.6</p> <p>Level 2: Describe three symptoms of a suspected broken bone.</p> <p>Level 3: Describe the first aid methods to use in managing cuts, sprains and strains.</p> <p>Level 4: Demonstrate how to manage nosebleeds and a broken tibia.</p>

	<p>2.1.3.LI.7</p> <p>Explain stress and its common sources.</p> <p>Group-based learning: In mixed-gender and ability groups, learners discuss their reactions whenever they are tired or under pressure by circumstances. Based on their responses, assist them to research on stress, the types and its common sources. Display pictures on the classroom walls or play a video showing different reactions to different stressors. Guide learners to discuss the pictures/video and categorise them into the various types of stress.</p>			<p>2.1.3.AS.7</p> <p>Level 2: Discuss the types of stress and their common sources. Level 3: Examine the impact of stress on our health and wellbeing. Level 4: Create a poster (to be hung on the classroom wall) highlighting an assigned stressor and its impact on health and well-being.</p>
	<p>2.1.3.LI.8</p> <p>Explain ways of preventing and managing stress.</p> <p>Think pair share: In pairs, learners explain the benefits of preventing stress such as improved mental health, better academic work and enhanced wellbeing.</p> <p>Digital-based learning; With the aid of the internet and other devices, learners research on the strategies for preventing and managing stress including lifestyle changes: healthy eating, regular exercise, sleeping patterns, time management, relaxation techniques and seeking support.</p>			<p>2.1.3.AS.8</p> <p>Level 2: Describe the role of adequate sleep in the prevention of stress. Levels 3: Discuss three ways of preventing or managing stress. Level 4: Develop a weekly plan highlighting the actions to be taking (daily) to prevent or manage stress by selecting one stress preventive or management strategy such as healthy eating, listening to music, regular exercise etc.</p>
<p>Teaching and Learning Materials</p>	<ul style="list-style-type: none"> ● Online resources ● Pictures/charts ● Phones/laptops 	<ul style="list-style-type: none"> ● Projectors ● Visual ● Audio-visual aids. 	<ul style="list-style-type: none"> ● Textbooks ● Any other relevant materials. 	<ul style="list-style-type: none"> ● Any other equipment found in the community fit for purpose ● Learners explore the internet with their ICT tools (phones, laptops, etc.)

Subject Physical Education and Health

Strand I Physical Activity and Health

Sub-Strand 4 Traditional Games

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
2.1.4.LO.1		
Demonstrate the understanding of the backgrounds of traditional games in Ghana and their significance to health and well-being.	Digital literacy: Equipping learners with ICT tools for learning	<p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Respect individuals of different beliefs, social class and culture. ● Accept and believe in every member of the group. ● Ensure the formation of mixed ability and mixed gender groups where applicable ● Learners should be gender responsive and have the ability to tackle injustice ● Be open to each other and embrace diversity and practice inclusion ● Be sensitive to the inter- relatedness of the various spheres of life. <p>Modifications and Adaptations Put learners in groups based on abilities, gender, cultural, religious and social class diversity for empowerment, scaffolding and academic support.</p> <p>Gender-neutral responses: Learners need to be guided to give gender-neutral responses and examples when answering question and making contributions.</p> <p>SEL: In the quest of achieving each learning outcome in the</p>
2.1.4.LO.2	Collaboration: The ability to learn from others to understand and respect their views.	
Demonstrate the ability in performing African cloth parachuting or sail.	Communication: Learners should communicate confidently, ethically, and effectively in different social contexts	
2.1.4.LO.3		
Demonstrate the ability in performing African cloth parachuting or sail.	Learning for life: Understand subject content and apply it in different contexts.	

		<p>curriculum, teachers should apply the social and emotional learning techniques to make sure that learners build these competencies.</p> <p>Self-Awareness: By creating an environment that enables learners to build self-confidence, strengths, capabilities and qualities in performing traditional games.</p> <p>Self-Management: Teach learners about stress and ways of coping with stressful experiences during lessons and competitions and techniques to manage their emotions and behaviours.</p> <p>Social Awareness: Offer learners opportunities to recognize commonalities and differences among themselves and how listen to their peers' opinions and express disagreements in constructive ways.</p> <p>Relationship skills: Provide opportunities for learners to reflect on positive and negative choices in relationships and consequences of each choice they make.</p> <p>Responsible Decision-Making Skills: Offer opportunities for learners to evaluate their own work, evaluate various real-world scenarios and make decisions based on the information at hand in class and on the field of play.</p> <p>National Core Values: Humility, Tolerance, Respect.</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
2.1.4.CS.1	2.1.4.LI.1	2.1.4.AS.1
Demonstrate the ability to apply basic movements in performing traditional games.	<p>Identify various traditional games and discuss their origins and importance.</p> <p>Collaborative learning: Using sage a circle activity, learners discuss the definition, origin and cultural significance of traditional games.</p> <p>Think pair share: Through a think pair share activity, learners discuss the benefits of traditional games in daily living.</p>	<p>Level 2: Identify at least four traditional games from your region or community and describe their origins.</p> <p>Level 3: What is the significance of traditional games to individuals and society?</p> <p>Level 4: Discuss the role of traditional games in promoting inclusivity and unity in within communities?</p>
	2.1.4.LI.2	2.1.4.AS.2
	<p>Identify the basic skills in performing arm wrestling and tug of war.</p> <p>Activity-based learning:</p> <p>Arm wrestling Learners in pairs practice the grip, hand position and body position of arm wrestling. Learners in groups go through stations of activity involving timed matches to apply the skills and techniques acquired.</p> <p>Tug of war In the same groupings, learners are shown the proper stance and how to grip the rope properly with both hands and thumbs wrapped around the rope. Learners practice simple pulling exercises with their group members.</p>	<p>Level 2: Describe how arm wrestling and tug of war are performed.</p> <p>Level 3: Explain the importance of wrist positioning in arm wrestling</p> <p>Level 3: Demonstrate how arm wrestling and tug of war are performed.</p>
	2.1.4.LI.3	2.1.4.AS.3
	<p>Identify the basic skills in performing the African Cloth Parachuting or sail.</p> <p>Cultural Introduction: Learners research the historical and cultural significance of the African sail, discussing its origins and the role it plays in traditional childhood games.</p> <p>Material Preparation: Learners select and prepare the appropriate cloth, demonstrating how to securely tie it around the waist and hold the top corners above the head for optimal sail effect.</p>	<p>Level 2: Describe how the African cloth parachute or African sail is played.</p> <p>Level 3: Demonstrate how the African Cloth Parachute or African Sail is played.</p> <p>Level 4: Analyse at least two significances of the African traditional sail in the lives of children</p>

Teaching and Learning Materials	<ul style="list-style-type: none"> ● Online resources ● Pictures/charts ● Phones/laptops 	<ul style="list-style-type: none"> ● Projectors ● Drums ● Castanet 	<ul style="list-style-type: none"> ● Clappers ● Costumes for the various traditional dances ● Gymnasium 	<ul style="list-style-type: none"> ● Sound system and speakers. ● Microphones ● Any other equipment found in the community fit for purpose
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Subject Physical Education and Health

Strand I Physical Activity and Health

Sub-Strand 5 Long distance events.

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.1.5.LO.1</p> <p>Demonstrate the ability to use basic skills in race walking.</p>	<p>Digital literacy: Equipping learners with ICT tools for learning.</p> <p>Collaboration: The ability to learn from others to understand and respect their needs.</p> <p>Communication: Learners should communicate confidently, ethically, and effectively in different social contexts</p> <p>Learning for life: Understand subject content and apply it in different contexts</p>	<p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Accept and believe in every member of a group they may be working with. ● Respect individuals of different beliefs or culture. ● Be gender responsive and have the ability to tackle injustice ● Be open to each other embrace diversity and practice inclusion ● Be sensitive to the inter- relatedness of the various spheres of life. ● Ensure the formation of mixed ability and mixed gender groups where applicable and examples when answering questions and making contribution. <p>Modifications and Adaptations Group learners based on abilities, gender, cultural, religious and social class diversity for empowerment, scaffolding, academic support and individual temperaments for</p>

		<p>healthy learning.</p> <p>Modifications and Adaptations: Guide learners to give gender-neutral responses and examples when answering question and making contributions.</p> <p>SEL: As part of achieving each learning outcome in the curriculum, the teacher should apply the social and emotional learning strategies to ensure that learners develop: <i>Self-Awareness, Self-Management, Responsible Decision Making, Social Awareness and Relationship skills</i>. Provide learners the opportunity to explore on how to make constructive and respectful choices in future career and prospects, personal behaviour and social interactions built on consideration of moral standards, safety concerns, social norms, genuine evaluation of consequences of various actions, and the well-being of self and others.</p> <p>National Core Values: Respect, Honesty, Humility</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI			Assessment
2.1.5.CS.1	2.1.5.LI.1			2.1.5.AS.1
Demonstrate knowledge and understanding of long-distance events in athletics.	<p>Identify the basic skills in race walking and apply them.</p> <p>Talk for learning: Learners in small groups discuss the definition, history and the rules of race walking</p> <p>Skill based learning: With the aid of videos, learners identify and practice the fundamental techniques of race walking including posture, foot placement, arm swing and hip movements. Learners race walk continuously for a set period, gradually increasing the duration as they master the technique.</p>			<p>Level 2: Discuss the basic rules used in race walking.</p> <p>Level 3: Demonstrate the basic techniques used in race walking</p> <p>Level 4: Compete in a walking race and apply the skills and techniques learnt.</p>
Teaching and Learning Materials	<ul style="list-style-type: none"> ● Online resources ● Pictures/charts ● Phones/laptops 	<ul style="list-style-type: none"> ● Projectors ● Pictures/charts ● Showing or exhibiting opportunities in Physical Activities and Health 	<ul style="list-style-type: none"> ● Videos ● Textbooks 	<ul style="list-style-type: none"> ● Any other relevant materials. ● Any other equipment found in the community fit for purpose.

YEAR THREE

Subject **Physical Education and Health**
Strand I **Physical Activity and Health**
Sub-Strand 2 **Sports Participation**

Learning Outcomes	21 st Century Skills and Competencies	GESI ⁵ , SEL ⁶ and Shared National Values
<p>3.1.2.LO.1</p> <p>Demonstrate the ability to use basic skills in performing individual and team sports (e.g., pickleball, tennis, etc.).</p>	<p>Digital literacy: Equipping learners with ICT tools for learning.</p> <p>Collaboration: The ability to learn from others to understand and respect their needs.</p> <p>Communication: Learners should communicate confidently, ethically, and effectively in different social contexts</p> <p>Learning for life: Understand subject content and apply it in different contexts</p>	<p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Accept and believe in every member of the group. ● Respect individuals of different beliefs or culture ● Ensure the formation of mixed ability and mixed gender groups where applicable ● Learners should be gender responsive and have the ability to tackle injustice ● Be open to each other and embrace diversity and practice inclusion ● Be sensitive to the inter- relatedness of the various spheres of life. <p>Modifications and Adaptations: Group learners based on abilities, gender, cultural, religious and social class diversity for empowerment, scaffolding, academic support and individual temperaments for healthy learning.</p>

		<p>Modifications and Adaptations: Guide learners to give gender-neutral responses and examples when answering question and making contributions.</p> <p>SEL: Offering opportunities for learners to build their Social and Emotional Learning Competencies, teachers should apply the social and emotional learning strategies to ensure that learners develop Self-Awareness, Self-Management and Social Awareness by creating an environment that enables learners to build self-confidence, strengths, capabilities and qualities in performing excellence sports and ways of coping with stressful experiences during competitive competitions.</p> <p>Relationship skills: Provide opportunities for learners to reflect on positive and negative choices in relationships and consequences of each choice they make during competitive competitions.</p> <p>Responsible Decision making: Offer opportunities for learners to evaluate their own performance and make decisions based on the information at hand in class and on the field of play.</p> <p>National Core Values: Tolerance, Respect, Punctuality</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
3.1.2.CS.1	3.1.2.LI.1	3.1.2.AS.1
<p>Demonstrate the ability to apply various skills in performing individual and team sports (e.g., pickleball, tennis, etc.).</p>	<p>Apply basic skills in performing individual and team sports (e.g., pickleball - Service and reception in pickleball).</p> <p>Group based learning: Learners in mixed ability groups practice the various types of grips for service, showing how to hold the paddle firmly, demonstrate how the grips are used it for different shots.</p> <p>Activity-based learning: In small groups with different skill levels, learners practice the serve technique with shadow swings without the ball.</p> <p>Take learners through a guided practice on ball control the pace and keep how to keep the ball low over the net, demonstrate positioning and paddle angle for effective drop shots.</p>	<p>Level 1: Describe the conditions under which a player can score a point in pickleball.</p> <p>Level 2: How is the serving order determined in pickleball?</p> <p>Level 3: Demonstrate how to serve in pickleball.</p>
	3.1.2.LI.2	3.1.2.AS.2
	<p>Apply basic skills in performing individual and team sports (e. g., pickleball - Forehand and backhand strokes in pickleball).</p> <p>Task based learning: Learners practice the forehand stroke by the swing without hitting the ball, focusing on the form. In pairs one learner feeds the ball gently to the partner who returns the ball with a forehand stroke.</p> <p>Group-based learning: In mixed ability and gender groups, learners practice the backhand motion technique. Working in pairs, have a partner toss the ball to practice backhand stroke, focusing on the proper form. Place targets on the court and supports learners to aim and hit them with backhand strokes.</p>	<p>Level 2: What are the key steps in the swing motion for a forehand stroke?</p> <p>Level 3: In what situations would the backhand stroke be used over the forehand stroke?</p> <p>Level 3: Demonstrate how the forehand and backhand stroke are executed.</p>

	<p>3.1.2.LI.3</p> <p>Apply basic skills in performing individual and team sports (e. g., pickleball - footwork and movement on the court in pickleball).</p> <p>Collaborative Learning: Learners imitate movement without the ball on correct footwork and staying balanced. In pairs, one learner is fed with balls while the other focuses on moving to the ball with proper footwork and returning to the ready position after each shot. Learners practice movement patterns for different shots (approach shots, etc.)</p> <p>Group based learning: Learners in groups practice rally skills focusing on proper footwork and court positioning.</p> <p>Activity based learning: Learners go through different drills to improve footwork and movement on the court by; shuffling and sliding movements to improve court coverage.</p>	<p>3.1.2.AS.3</p> <p>Level 1: What are the key components of effective footwork when transitioning from the baseline to the non-volley zone?</p> <p>Level 2: Describe the importance of the split step in pickleball and when it should be used.</p> <p>Level 3: Explain the proper technique for moving laterally on the pickleball court.</p> <p>Level 4: Show the correct execution of a split step on the court. Explain when and why this movement is used.</p>
	<p>3.1.2.LI.4</p> <p>Apply the skills acquired from the previous lessons in a game situation.</p> <p>Collaborative learning: Divide learners into teams of two or four depending on the class size.</p> <p>Serve and return Setup: One team serves while the other team returns Rules: Teams take turns serving and returning, focusing on accurate serves and controlled returns. Scoring: Points are awarded for successful serves (into the correct service box) and returns (landing in the court). Bonus points for hitting target areas.</p> <p>Net play and volley Setup: Teams position themselves at the non-volley zone line. Rules: Engage in fast-paced volley exchanges. Emphasize footwork, balance, and quick reactions. Scoring: Points are awarded for successful volleys and quick footwork. Bonus points for hitting specific target areas near the net.</p>	<p>3.1.2.AS.4</p> <p>Move laterally across the court from one sideline to the other, maintaining proper footwork and balance. Use both side shuffle and crossover steps.</p> <p>Level 1: Which footwork technique is emphasized in the "Net Play and Volleys" challenge?</p> <p>Level 3: Demonstrate how to perform a split step correctly and explain when it should be used in a pickleball game.</p> <p>Level 4: show how the footwork technique used for approaching the net during the "Approach and Recover" challenge. Explain why this technique is important</p>

	<p>3.1.2.LI.5 Apply basic skills in performing individual and team sports (e.g., tennis – introduction to tennis).</p> <p>Direct Instruction Explanation and Demonstration: Explain and demonstrate basic skills such as the grip, stance, and swing techniques for learners to observe. Take learners through the basic rules of the game.</p> <p>Task-Based Learning Skill-Specific Drills: Create drills on serving, volleying, or groundstrokes. Repeat drills to help learners build muscle memory of the skills. Progressive Difficulty: Start with simple tasks and gradually increase the difficulty as learners improve their skills.</p>	<p>3.1.2.AS.5</p> <p>Level 1: How many sets must a player win to win a match in a best of three sets format? Level 2: How is the initial serving order determined in tennis? Level 3: Demonstrate how to serve in tennis.</p>
	<p>3.1.3.LI.6 Apply basic skills in performing individual and team sports (e. g., tennis - forehand and backhand strokes in tennis).</p> <p>Target/zonal practice game: Aim to hit forehand shots into a designated zone of the opponent's side to improve accuracy.</p> <p>Skill consistency rally challenge: Partner up and rally using only forehand strokes, counting how many consecutive shots can be maintain before missing the target zone or hitting the ball out of bounds.</p> <p>Cross-court rally: Engage in a rally where all forehand and backhand shots must be played diagonally to the opposite corner of a partners’ side of the court.</p>	<p>3.1.2.AS.6</p> <p>Level 1: What is the key element of the forehand follow-through? Level 2: Describe the proper grip and stance for executing a forehand and a backhand stroke in tennis. Level 3: What are the different stance options and when is each used? Level 3: Demonstrate the key phases of the forehand and the backhand strokes, from the preparation to follow-through.</p>
	<p>3.1.3.LI.7 Apply the skills acquired from the previous lessons in a game situation. Group Activity</p> <p>Shadow Swing Practice Setup: Learners stand on the baseline without a racket. Demonstrate the correct</p>	<p>3.1.2.AS.7</p> <p>Level 1: Identify at least three skills used in a table tennis game. Level 2: Describe at least two of the skills used in the table</p>

	<p>forehand and backhand swing. Instructions: Learners mimic the swing in slow motion, focusing on grip, stance, and follow-through.</p> <p>Partner rallies Setup: Learners pair up and stand on opposite sides of the net. Instructions: Partners rally back and forth using only forehands or backhands.</p>	<p>tennis game.</p> <p>Level 3: Demonstrate at least the two skills used in the table tennis game.</p>
Teaching and Learning Materials	<ul style="list-style-type: none"> ● Online resources ● Pictures/charts ● Phones/laptops 	<ul style="list-style-type: none"> ● Projectors ● Other equipment applicable to the lesson.

Subject Physical Education and Health

Strand I Physical Activity and Health

Sub-Strand 3 Health and Wellness

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
3.1.3.LO.1		
Discuss skin, skin care and importance of its understanding for health and well-being.	Leadership skill: Learners perform roles like group organizers, team leaders, secretaries and group spokespersons during group work to develop the various skills.	<p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Respect individuals of different health conditions and disabilities through injury. ● Accept and believe in every member of the group. ● Respect individuals of different beliefs or culture ● Be gender responsive and have the ability to tackle injustice. ● be open to each other and embrace diversity and practice inclusion ● Be sensitive to the inter- relatedness of the various spheres of life. <p>Modifications and Adaptations: Put learners in groups based on abilities, gender cultural, religious and social class diversity for empowerment, scaffolding and academic support.</p> <p>Gender-neutral responses: Learners need to be guided to give gender-neutral</p>
3.1.3.LO.2		
Discuss the implications of ICT negative practices and their health implications.	Critical Thinking: Learners think of how and where to get the correct answers and how to organize and present their answers to the assignment in a logical manner	
3.1.3.LO.3		
Explain the concepts injuries.	Learning for life: Understand subject content and apply it in different contexts	
3.1.3.LO.4		
Explain the concepts sports injuries.	Digital literacy: Equipping learners with ICT tools for teaching and learning.	
3.1.3.LO.5		
Explain the concept of substance use.	<p>Collaboration:</p> <ul style="list-style-type: none"> ● Learners freely express themselves and seek audience with others to solve problems. ● The abilities to learn from others to understand and respect the needs. 	
3.1.3.LO.6		
Explain the concept of rehabilitation		

		<p>responses and examples when answering question and making contributions.</p> <p>SEL: As part of achieving each learning outcome in the curriculum, the teacher should apply the social and emotional learning strategies to ensure that learners develop: <i>Self-Awareness, Self-Management, Responsible Decision Making, Social Awareness and Relationship skills</i>. Provide learners opportunities to explore on how to integrate their thoughts, emotions, and behaviours in a way that supports greater health and well-being in life. Engage them in ways that will lower the rates of anxiety and depression, increase higher self-esteem, greater empathy and more trusting and cooperative relationships that will prevent engagement in behaviours leading to intentional and unintentional injuries and drugs misuse to improve their health outcomes.</p> <p>National Core Values: Discipline, Friendliness, Tolerance</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
<p>3.1.3.CS.1</p> <p>Demonstrate understanding of skin, skin care and grooming.</p>	<p>3.1.3.LI.1</p> <p>Discuss the concept of the human skin, its care and grooming.</p> <p>Collaborative Learning: Assist learners in their respective groups to explore and discuss the skin, skin care and grooming.</p> <p>Project-based learning: In mixed ability groups, guide learners to create a logbook with appropriate headings on days, dates and various activities they will engage themselves regularly to take care of their skins.</p>	<p>3.1.3.AS.1</p> <p>Level 1: State two things cleansing the skin twice a day helps to remove.</p> <p>Level 2: Describe the three main layers of the skin and their primary functions</p> <p>Level 3: Explain the primary function of the sebaceous glands in the skin.</p> <p>Level 4: Explain the role of antioxidants in skin care and provide two examples of common antioxidants used in skin care products</p>
<p>3.1.3.CS.2</p> <p>Demonstrate understanding of ICT negative practices and their health implications.</p>	<p>3.1.3.LI.2</p> <p>Discuss ICT negative practices and their health implications.</p> <p>Digital Learning: In mixed ability groups learners explore the internet and discuss negative ICT practices.</p> <p>Talk for learning: Learners work in mixed-ability and gender-neutral groups to identify the health implications of negative ICT practices.</p>	<p>3.1.3.AS.2</p> <p>Level 2: Describe the potential consequences of sharing your passwords with others</p> <p>Level 3: Explain what cyberbullying is and provide two examples of how it can occur.</p> <p>Level 4: Why is it important to protect your personal information online?</p>

3.1.3.CS.3	3.1.3.LI.3	3.1.3.AS.3
<p>Demonstrate knowledge and understanding of sports injuries.</p>	<p>Discuss the concept of sports injuries and how they manifest.</p> <p>Digital learning: In mixed ability and mixed gender group where appropriate, guide learners to explore the internet to explain sports injuries and identify types of sports injuries. In the same groupings, learners discuss the causes of sports injuries, signs and symptoms of such injuries.</p>	<p>Level 1: Which symptom is most likely associated with broken bone?</p> <p>Level 2: Match the type of injury in group “A” with its correct description in group “B”</p> <p>GROUP A</p> <ul style="list-style-type: none"> ● Fracture ● Sprain ● Concussion ● Laceration ● Contusion <p>GROUP B</p> <ul style="list-style-type: none"> ● A deep cut or tear in the skin or flesh ● A brain injury caused by a blow to the head ● A break in the bone. ● A bruise caused by a direct blow or impact. ● An injury to a ligament caused by stretching or tearing

3.1.3.CS.4	3.1.3.LI.4	3.1.3.AS.4
<p>Demonstrate knowledge and understanding of substance use and misuse.</p>	<p>Discuss and practice preventive measures relating to sports injuries.</p> <p>Role playing scenarios <i>Injury scenarios:</i> Create scenarios where learners act out what to do in case of specific sports injuries (e.g., sprained ankle, concussion, etc.) <i>Preventive role play:</i> Guide learners to role play proper warm-up exercise, correct use of equipment, and safe techniques for various sports.</p> <p>Demonstrations and practical sessions <i>Warm-up and cool-down routines:</i> Demonstrate effective warm-up and cool-down exercises. Have learners practice these routines. <i>Proper technique training:</i> Show videos or demonstrate the proper techniques for different sports and let learners practice the techniques under supervision.</p>	<p>Level 1: Which injury type is most commonly associated with not wearing proper footwear in sports. Level 2: Describe the role of proper technique in preventing sports injuries. Give an example from a specific sport. Level 4: John is preparing for a soccer competition. Outline a warm-up routine that John should follow to minimize the risk of injury.</p>

<p>3.1.3.CS.5</p> <p>Demonstrate knowledge and understanding of rehabilitation as a way of gaining functionality after recovering from injuries.</p>	<p>3.1.3.LI.5</p> <p>Discuss substance use, its causes and risk factors.</p> <p>Interactive and Cooperative Learning</p> <p>Group Discussions and Peer Teaching: In small groups learners discuss on various substances, their effects, and risk factors. Learners engage in peer teaching sessions where they present on different aspects of substance use.</p> <p>Debates and Panel Discussions: Organize debates on topics like the legalization of certain substances or the effectiveness of different prevention strategies. Host panel discussions with experts, recovered individuals, and law enforcement officers.</p> <p>Inquiry-Based Learning</p> <p>Research Projects: Assign research projects on various substances, their effects, and social and psychological impacts. Encourage students to investigate and present findings on current trends in substance use and prevention strategies.</p>	<p>3.1.3.AS.5</p> <p>Level 2: Describe three risk factors that can contribute to substance use disorder. Provide examples to support your answer.</p> <p>Level 4: Read the following scenario and answer the questions that follow:</p> <p>Scenario: Sarah, a high school student, has been feeling increasingly stressed due to academic pressures and social conflicts with her friends. She recently started using alcohol as a way to relax and escape from her problems.</p> <p>Question: Identify potential causes and risk factors contributing to Sarah's substance use. Propose two strategies that could be implemented to support Sarah and address her substance use.</p>
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<p>3.1.3.LI.6</p> <p>Discuss the consequences of substance use</p> <p>Exploratory Learning: Embark on a visit to a health Centre or clinic or invite a resource person for a presentation on consequences of substance use</p> <p>Activity-Based Learning: Learners work in pairs to create posters on various ways of managing the misuse of drugs.</p>	<p>3.1.3.LI.6</p> <p>Discuss the consequences of substance use</p> <p>Exploratory Learning: Embark on a visit to a health Centre or clinic or invite a resource person for a presentation on consequences of substance use</p> <p>Activity-Based Learning: Learners work in pairs to create posters on various ways of managing the misuse of drugs.</p>	<p>3.1.3.AS.6</p> <p>Level 1: Level 2: Describe two short-term consequences and two long-term consequences of marijuana use. Level 3: Discuss the impact of substance use disorders on family and relationships.</p>
<p>3.1.3.LI.7</p> <p>Discuss the concept and types of rehabilitation.</p> <p>Inquiry-Based Learning: Before the lesson, task learners to do individual research on rehabilitation.</p> <p>Collaborative learning: Learners in mixed-ability groups discuss rehabilitation, types of rehabilitation for class presentations.</p>	<p>3.1.3.LI.7</p> <p>Discuss the concept and types of rehabilitation.</p> <p>Inquiry-Based Learning: Before the lesson, task learners to do individual research on rehabilitation.</p> <p>Collaborative learning: Learners in mixed-ability groups discuss rehabilitation, types of rehabilitation for class presentations.</p>	<p>3.1.3.AS.7</p> <p>Level 1: What is the primary goal of rehabilitation? Level 2: Describe the main components of a comprehensive residential rehabilitation program for a fracture.</p>
<p>3.1.3.LI.8</p> <p>Discuss Principles, factors affecting and hindrances to rehabilitation.</p> <p>Collaborative learning: Learners in mixed-ability groups discuss the principles and stages of rehabilitation for class presentations.</p> <p>Demonstrative Learning: Learners observe their facilitators demonstrate the process of rehabilitation and work in turns to demonstrate the same.</p>	<p>3.1.3.LI.8</p> <p>Discuss Principles, factors affecting and hindrances to rehabilitation.</p> <p>Collaborative learning: Learners in mixed-ability groups discuss the principles and stages of rehabilitation for class presentations.</p> <p>Demonstrative Learning: Learners observe their facilitators demonstrate the process of rehabilitation and work in turns to demonstrate the same.</p>	<p>3.1.3.AS.8</p> <p>Level 1: List three factors that can hinder an individual's willingness to seek rehabilitation for disorders. Level 2: Identify two factors that contribute positively to the effectiveness of rehabilitation? Level 3: Explain the principle of dual diagnosis treatment in the context of rehabilitation.</p>

	<p>3.1.3.LI.9</p> <p>Discuss the avenues available for rehabilitation.</p> <p>Digital learning: In groups, learners search the internet for avenues available for rehabilitation and present their finding class for a whole class discussion.</p>		<p>3.1.3.AS.9</p> <p>Level 2: Describe two types of specialized therapies commonly used in sports injury rehabilitation</p> <p>Level 3: Explain the importance of gradual progression and phased rehabilitation in returning athletes to their pre-injury level of performance.</p>
<p>Teaching and Learning Materials</p>	<ul style="list-style-type: none"> ● Online resources ● Pictures/charts ● Phones/laptops ● Projectors 	<ul style="list-style-type: none"> ● Visual ● Audio-visual aids. ● Textbooks 	<ul style="list-style-type: none"> ● Any other relevant materials ● Any other equipment found in the community fit for purpose. ● Learners explore the internet with their ICT tools (phones, laptops, etc.)

Subject Physical Education and Health

Strand I Physical Activity and Health

Sub-Strand 4 Traditional Games

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
3.1.4.LO.1		
Demonstrate the ability in performing chaskele.	<p>Collaboration: The ability to learn from others to understand and respect their needs.</p>	<p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Accept and believe in every member of a group they may be working with. ● Accept and believe in every member of the group. Respect individuals of different beliefs or culture ● Be gender responsive and have the ability to tackle injustice ● Be open to each other and embrace diversity and practice inclusion ● Be sensitive to the inter- relatedness of the various spheres of life. <p>Modifications and Adaptations: Group learners based on abilities, gender, cultural, religious and social class diversity for empowerment, scaffolding, academic support and individual temperaments for healthy learning.</p> <p>Gender-neutral responses: Guide learners to give gender-neutral responses</p>
3.1.4.LO.2		
Demonstrate the ability in performing Tumatu (hopscotch) and ampe	<p>Communication: Learners should communicate confidently, ethically, and effectively in different social contexts</p> <p>Learning for life: Understand subject content and apply it in different contexts</p>	

		<p>and examples when answering question and making contributions.</p> <p>SEL: In an attempt to achieve the learning outcomes in the curriculum, teachers should apply the social and emotional learning strategies to ensure that learners build: <i>Self-Awareness, Self-Management, Responsible Decision Making, Social Awareness and Relationship skills.</i></p> <p>Create opportunities for learners to explore on social interactions built on consideration of ethical standards and values, social norms, honest evaluation of consequences of various actions, well-being of self and others, the mindset required for career opportunities by professionals to excel in their future career prospects.</p> <p>National Core Values: Patience, Respect, Punctuality, Honesty</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI		Assessment
<p>3.1.4.CS.1</p> <p>Demonstrate the ability to apply basic movements in performing traditional games.</p>	<p>3.1.4.LI.1</p> <p>Identify the basic skills in performing chaskele.</p> <p>Structured Talk for Learning: Lead learners to discuss basic rules on starting and restarting of the game, scoring, ball and stick rules, fouls and penalties. Allow learners to ask questions and clarify any misunderstandings.</p> <p>Experiential learning: Learners watch a short video of on the grips in chaskele and practice same.</p> <p>Collaborative learning: Learners in pairs practice playing the game with their partners. In groups, learners play the game among themselves.</p>		<p>3.1.4.AS.1</p> <p>Level 1: Which part of the stick is mainly used to execute a push pass in hockey?</p> <p>Level 2: Describe the hand positioning and grip technique and how to push the ball in hockey.</p> <p>Level 3: Demonstrate how to pass, push and dribble in chaskele</p>
<p>3.1.4.CS.2</p> <p>Demonstrate the ability to apply basic movement in performing traditional games.</p>	<p>3.1.4.LI.2</p> <p>Identify the basic skills in performing Tumatu (hopscotch) and ampe.</p> <p>Direct Instruction: Introduction and Demonstration: Give a brief introduction about the history and rules of tumatu and demonstrate the steps, explaining each part clearly for learners to understand.</p> <p>Practice: Have learners practice each step individually before putting it all together.</p> <p>Collaborative Learning: Group Work: Divide learners into small groups and have them draw their hopscotch grids. Guide each group to take turns practicing while others observe and provide feedback.</p> <p>Activity-based Learning: Create mind maps on various career pathways in health and wellness</p>		<p>3.1.4.AS.2</p> <p>Level 1: What is the primary objective of hopscotch?</p> <p>Level 1: Which part of the body should not touch the ground during hopping?</p> <p>Level 2: Describe the sequence of play in a standard hopscotch game.</p> <p>Level 3: Demonstrate how to perform the tamatu.</p>
<p>Teaching and Learning Materials</p>	<ul style="list-style-type: none"> ● Online resources ● Pictures/charts ● Phones/laptops 	<ul style="list-style-type: none"> ● Projectors ● Showing or exhibiting opportunities in Physical Activities and Health. ● Videos 	<ul style="list-style-type: none"> ● Textbooks ● Any other relevant materials. ● Any other equipment found in the community fit for purpose

Subject **Physical Education and Health**
Strand I **Physical Activity and Health**
Sub-Strand 5 **Recreational Activities**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.1.5.LO.1</p> <p>Demonstrate the ability to incorporate recreational activities into daily lives by identifying, stating their benefits and participating in them.</p>	<p>Digital literacy: Equipping learners with ICT tools for learning.</p> <p>Collaboration: The ability to learn from others to understand and respect their needs.</p> <p>Communication: Learners should communicate confidently, ethically, and effectively in different social contexts</p> <p>Learning for life: Understand subject content and apply it in different contexts</p>	<p>GESI: Learners having experienced a teaching method that ensures gender equality and social inclusion and working with each other in an inclusive way, cross-sharing knowledge and understanding among groups and individuals lead them to:</p> <ul style="list-style-type: none"> ● Accept and believe in every member of a group they may be working with. ● Accept and believe in every member of the group. Respect individuals of different beliefs or culture ● Be gender responsive and have the ability to tackle injustice ● Be open to each other and embrace diversity and practice inclusion ● Be sensitive to the inter- relatedness of the various spheres of life. <p>Modifications and Adaptations: Group learners based on abilities, gender, cultural, religious and social class diversity for empowerment, scaffolding, academic support and individual temperaments for healthy learning.</p> <p>Gender-neutral responses: Guide</p>

		<p>learners to give gender-neutral responses and examples when answering question and making contributions.</p> <p>SEL: In an attempt to achieve the learning outcomes in the curriculum, teachers should apply the social and emotional learning strategies to ensure that learners build: <i>Self-Awareness, Self-Management, Responsible Decision Making, Social Awareness and Relationship skills.</i></p> <p>Create opportunities for learners to explore on social interactions built on consideration of ethical standards and values, social norms, honest evaluation of consequences of various actions, well-being of self and others, the mindset required for career opportunities by professionals to excel in their future career prospects.</p> <p>National Core Values: Patience, Respect, Punctuality, Honesty</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
3.1.5.CS.1	3.1.5.LI.1	3.1.5.AS.1
<p>Demonstrate an understanding of the importance, benefits and various types of recreational activities and participate in any of them to promote lifelong fitness and well-being.</p>	<p>Discuss the different types of recreational activities in Physical Education.</p> <p>Digital-based Learning: Learners use their digital devices to research the meaning of recreational activities. They prepare a PowerPoint which will be followed by class discussions.</p> <p>In mixed-ability groups, learners research the different types of recreational activities and create an informative poster on a selected one.</p> <p>Role-Play: Learners role-play recreational activities where each group demonstrates a selected activity and explains its rules.</p>	<p>Level 1: Explain recreational activities</p> <p>Level 2: Describe at least three types of recreational activities</p> <p>Level 3: Select one recreational activity, demonstrate how it is performed and explain its rules.</p> <p>Level 4: Select one recreational activity and suggest how it can be modified to make it more interesting.</p>
	<p>3.1.5.LI.2</p> <p>Participate in a variety of recreational activities and reflect on experiences.</p> <p>Circuit Training Activity: Learners rotate through three different stations with a circuit having a prescribed recreational activity and a set amount of time to spend at each point.</p> <p>Reflective Learning: After participating in a series of recreational activities for 15 minutes, learners keep a reflective journal where they write about their experiences, what they enjoyed, the challenges they faced and what they learned from the activities.</p> <p>Video Recording and Analysis: Learners watch video recordings of their participation in the Activity Stations Rotations or Circuit training and analyse their performance, noting strengths, areas for improvement and their overall experiences.</p>	<p>3.1.5.AS.2</p> <p>Level 1: Describe one activity you participated in at one station and share your experiences</p> <p>Level 2: Identify two activities you participated in at two different stations and explain their rules</p> <p>Level 3: Demonstrate each activity you participated in at each station or circuit and describe which was your favourite.</p> <p>Level 4: Examine which circuit was the most challenging and suggest how to make the others more challenging and interesting for the future.</p>

	<p>3.1.5.LI.3</p> <p>Explain the benefits of engaging in recreational activities. Reflective Learning: Learners watch a video on the benefits of recreational activities from multimedia aids like slides, videos and infographics and share their thoughts on how recreational activities have benefitted them or others they know.</p> <p>Case Study Analysis: Learners in groups are assigned a specific benefit of recreational activities (e.g. physical health, mental well-being, social connections, skill development, stress reduction etc), they research and create a PowerPoint presentation highlighting three recreational activities from which the benefits can be derived.</p> <p>Group-based Learning: In groups, learners create visual maps (e.g. mind maps or flowcharts) and illustrate the various benefits of identified recreational activities. They categorise the benefits into physical, mental, social and emotional aspects and explain them in a gallery walk (displayed on a wall) where they can view and discuss each other's work.</p>	<p>3.1.5.AS.3</p> <p>Level 1: Describe one benefit you got from engaging in recreational activities in PEH.</p> <p>Level 2: Select two components of health and wellness and explain how they can be achieved by engaging in recreational activities in PEH.</p> <p>Level 3: Examine three benefits of recreational activities and how they can contribute to living a healthier, longer life.</p> <p>Level 4: Suggest four traditional activities that can be used as recreational activities and how they can benefit a lot of the adolescents who engage in them.</p>
	<p>3.1.5.LI.4</p> <p>Create a personal plan to guide regular participation in recreational activities</p> <p>Project-based Learning: In groups, learners list and discuss various recreational activities they enjoy or want to try. They then create goals or plans of how they will undertake such activities as part of their physical activity plans. They discuss and write down activities for the plan (e.g. frequency, duration, times)</p> <p>Results-Oriented Learning: Learners work on setting SMART (Specific, Measurable, Achievable, Realistic, Time-bound) goals for their planned recreational activities. They create at least three SMART goals</p> <p>Peer Review and Feedback: Learners in their groups present their plans to the class for review and feedback so they can make the necessary revisions for implementation.</p>	<p>3.1.5.AS.4</p> <p>Level 1: Describe two recreational activities that interest you, you would like to participate in and you plan to do so.</p> <p>Level 2: Write a detailed plan for recreational activities outlining the goals, chosen activities, schedules and resources needed.</p> <p>Level 3: Explain why you chose and prepared those recreational activities for your future physical activity plan</p> <p>Level 4: Examine how you can make your planned recreational activities more interesting and beneficial as a physical activity programme.</p>

Teaching and Learning Materials	<ul style="list-style-type: none"> ● Online resources ● Pictures/charts ● Phones/laptops 	<ul style="list-style-type: none"> ● Projectors ● Showing or exhibiting opportunities in Physical Activities and Health. ● Videos 	<ul style="list-style-type: none"> ● Textbooks ● Any other relevant materials. ● Any other equipment found in the community fit for purpose
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