

PHYSICAL EDUCATION & HEALTH (ELECTIVE)

CURRICULUM FOR SECONDARY
EDUCATION (SHS 1 – 3)



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION



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**NATIONAL COUNCIL FOR
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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.

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.

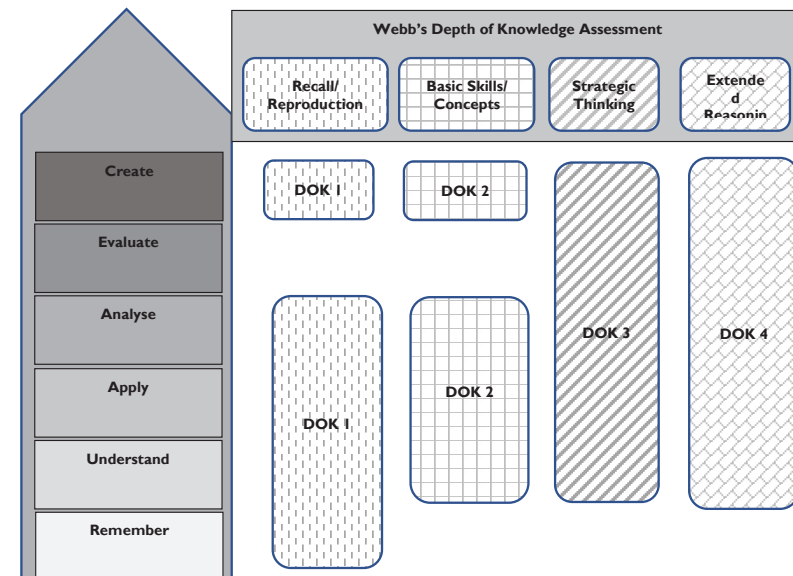


Figure 1: Revised Bloom Taxonomy combined with Webb's Depth of Knowledge for Teaching and Assessment

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 ELECTIVE PHYSICAL EDUCATION AND HEALTH

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.

ELECTIVE PHYSICAL EDUCATION AND HEALTH CURRICULUM DEVELOPMENT PANEL

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3.	Dr. Sean Higgins		

SCOPE AND SEQUENCE

SHS Elective Physical Education and Health Summary

S/N	STRAND	SUB-STRAND	YEAR 1			YEAR 2			YEAR 3		
			CS	LO	LI	CS	LO	LI 2	CS	LO	LI
1	Health Education	Health and Wellness	1	1	2	1	1	2	1	1	3
		Nutrition and Diet in Health	1	1	3	1	1	3	1	1	3
		Common Human Diseases	1	1	3	1	1	3	1	1	3
2	Physical Education	Physical Activity for Healthy Living	1	1	3	1	1	2	1	1	3
		Training Principles for Sports Performance	1	1	2	1	1	2	1	1	2
		Scientific Bases of Physical Activity	1	1	2	1	1	2	1	1	2
3	Academic and Career Pathways	Health Education Pathways	1	1	2	1	1	2	1	1	2
		Physical Education Pathways	1	1	2	1	1	2	1	1	2
		Sports Excellence Pathways	1	1	2	1	1	2	1	1	2
		Coaching and Officiating of games	1	1	2	1	1	2	1	1	2
		Coaching and Officiating of athletics	1	1	2	1	1	2	1	1	2
Total			11	11	25	11	11	24	11	11	26

Overall Totals (SHS 1 – 3)

Content Standards	33
Learning Outcomes	33
Learning Indicators	75

YEAR ONE

Subject Elective Physical Education and Health
Strand I. Health Education
Sub-Strand I. Health and Wellness

Learning Outcomes	21 st Century Skills and Competencies	GESI ¹ , SEL ² and Shared National Values
<p>I.I.I.LO.I</p> <p>Explain health and wellness and their roles in daily living.</p>	<p>Communication and Collaboration: by working in groups to research about health and wellness</p> <p>Problem-solving: This core skill comes to bear when learners arrive at the explanation of the concepts of health and wellness.</p> <p>Digital Literacy: through online research on the explanations of the concepts of health and wellness.</p> <p>Leadership: by assigning various roles to members of each group during the group activities on health and wellness.</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Being sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Being aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 questions and making contributions.</p> <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-</i></p>

¹ Gender Equality and Social Inclusion

² Socio-Emotional Learning

		<p><i>Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Self-reflecting and finding confidence. • Exhibiting motivation, and SMART goal setting. <p>National Core Values: Tolerance, friendliness, open-mindedness, patience, hard work, humility</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
I.1.1.CS.1	I.1.1.LI.1	I.1.1.AS.1
Demonstrate understanding of the concepts of health and wellness including mental health	<p>Explain the concepts of health and wellness</p> <p>Collaborative Learning: Work in mixed ability groups to research the concepts of health and wellness from the internet, library, books and other sources.</p> <p>Talk-for-Learning: In a whole class discussion, share your feedback from the group activities on health and wellness concepts.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	<p>I.1.1.LI.2</p> <p>Discuss the various components of health and wellness.</p> <p>Exploratory Learning: Prior to the lesson, research from various sources about the key features of health and wellness.</p> <p>Activity-Based Learning</p> <ul style="list-style-type: none"> • Work in groups to design mind maps on the components of health and wellness. • Do a gallery walk based on the mind maps created by each group. 	<p>I.1.1.AS.2</p> <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Materials	<ul style="list-style-type: none"> • Charts/pictures of professionals • Coursebooks • Videos • ICT tools, e.g., Laptops, cell phones, projectors, etc. 	<ul style="list-style-type: none"> • Sound system/speakers

Subject Elective Physical Education and Health
Strand 1. Health Education
Sub-Strand 2. Nutrition and Diet in Health

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>1.1.2.LO.1</p> <p>Discuss nutrition and diet in healthy living</p>	<p>Digital Literacy: By watching videos or PowerPoint Presentations on Healthy Living Behaviour and its effect on physical health.</p> <p>Communication and Collaboration: Through think-pair-share and discussions on healthy living</p> <p>Critical Thinking and Problem Solving: By working with partners to develop checklist of healthy living behaviours</p> <p>Project-Based Learning: By identifying the nutritional values of various local foods through the creation of a food chart.</p> <p>Personal Development: By Individually, designing a dietary chart for one week</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Become aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 questions and making contributions.</p> <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-</i></p>

		<p><i>Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Exhibiting motivation, and SMART goal-setting • Encouraging positive self-talk <p>National Core Values: Tolerance, friendliness, open-mindedness, patience, hard work, humility</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
1.1.2.CS.1	1.1.2.LI.1	1.1.2.AS.1
Demonstrate knowledge and understanding of nutrition and diet in health.	<p>Explain healthy living behaviour and how that promotes physical health</p> <p>Digital Learning: Watch a video or PowerPoint Presentation or listen to a presentation on Healthy Living Behaviour and its effect on physical health.</p> <p>Collaborative Learning: Through think-pair-share, discuss the key points on healthy living based on the presentation.</p> <p>Activity-Based learning: With your partner, develop a checklist of healthy living behaviours that you will adopt in order to promote physical health.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	1.1.2.LI.2	1.1.2.AS.2
	<p>Discuss the role of nutrition in healthy living</p> <p>Talk for learning: Initiate a whole class discussion on the need to take in the right nutrients.</p> <p>Collaborative Learning: With the aid of charts or pictures, discuss the sources and functions of nutrients of the various local food items</p> <p>Project-Based Learning</p> <ul style="list-style-type: none"> • Design a food chart on common local foods and their nutritional component. • Analyse the effect of each food nutrient on the health of humans. 	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
1.1.2.LI.3	1.1.2.AS.3	
<p>Discuss the role of diet in healthy living</p> <p>Inquiry-based Learning: Working in mixed ability groups, research about the deficiency diseases and effect of overeating of common local and foreign diets.</p> <p>Collaborative Learning</p> <ul style="list-style-type: none"> • Conduct group presentations based on the findings of your research for feedback from the class. • Through a whole class session, discuss the various benefits associated with eating a balanced diet. 	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>	

	Project-Based Learning: Individually, design a one-week dietary chart for a family, team or school		
Teaching and Learning Materials	<ul style="list-style-type: none"> • Charts/pictures of professionals • Coursebooks 	<ul style="list-style-type: none"> • Videos • ICT tools, e.g., Laptops, cell phones, projectors, etc. 	

Subject Elective Physical Education and Health
Strand 1. Health Education
Sub-Strand 3. Common Human Diseases

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.1.3.LO.1</p> <p>Explain the concepts and discuss the classification of human disease</p>	<p>Communication and Collaboration: By working in groups to discuss and make PowerPoint presentations on the concept of human disease.</p> <p>Personal Development: By individually creating definitions of the concept of human health</p> <p>Digital Literacy: Through designing posters on features of human disease.</p> <p>Communication and Collaboration: By engaging learners in small groups to discuss how to classify human diseases.</p> <p>Leadership: By encouraging leads to make oral presentations to the whole class on the classification of human diseases.</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Be sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Be aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Put learners in groups based on abilities and gender 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: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-</i></p>

		<p><i>Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Self-reflecting and finding confidence. • Encouraging positive self-talk. <p>National Core Values: Tolerance, friendliness, open mindedness, patience,</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
1.1.3.CS.1	1.1.3.LI.1	1.1.3.AS.1
Demonstrate knowledge and understanding of the concepts and classification of diseases and levels of management	<p>Explain the concept of human disease</p> <p>Collaborative Learning</p> <ul style="list-style-type: none"> Work in groups to discuss and make PowerPoint presentations on the concept of human disease. Individually create definitions of the concept of human health and pair up with a partner to come out with a common definition of human disease and share with the class <p>Activity-Based Learning: With their partner, learners design posters on features of human disease and share them with the class by mounting them so others comment. Encourage learners to respectfully comment and tolerate other opinions</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	1.1.3.LI.2	1.1.3.AS.2
	<p>Discuss the classification of human disease</p> <p>Talk for learning: In pairs, learners discuss how to classify human diseases and share their results with the class. Use concept maps to structure learners' contributions.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	1.1.3.LI.3	1.1.3.AS.3
	<p>Discuss the various levels of prevention of disease</p> <p>Collaborative Learning: In groups, learners discuss concepts of disease prevention and management; jot down their points and the group lead or secretary reports their points to the class. Encourage learners to comment on presentations and tolerate others' views</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Materials	<ul style="list-style-type: none"> Charts/pictures Coursebooks 	<ul style="list-style-type: none"> Videos ICT tools e.g., Laptops, phones, projectors, etc

Subject Elective Physical Education and Health
Strand 2. Physical Education
Sub-Strand 1. Physical Activity for Healthy Living

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
1.2.1.LO.1		
Apply physical activity concepts to improve health outcomes	<p>Communication and collaboration: By encouraging learners to discuss the application of physical activity concepts to improve health outcomes.</p> <p>Critical-thinking and Problem-solving: Through individual learners' application of physical activity concepts to improve their health and others.</p> <p>Leadership: The lead or secretary presents reports to the whole class.</p> <p>Critical Thinking and Problem-solving: By developing portfolios to showcase the application of physical activities in everyday life.</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Be sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Be aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Gender-neutral responses: Learners need to be guided to give gender-neutral responses and examples when answering question and making contribution.</p> <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious as well as individual temperaments for healthy learning.</p>

		<p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Self-reflecting and finding confidence • Exhibiting motivation, and SMART goal-setting <p>National Values: Tolerance, friendliness, open mindedness, patience,</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI		Assessment
1.2.1.CS.1	1.2.1.LI.1		1.2.1.AS.1
Demonstrate knowledge and understanding of physical activity and principles for healthy living	Explain the concept of physical activity Collaborative Learning: In groups, learners discuss the concept of physical activity including examples such as walking, sports, jogging etc. They jot down their points and the group lead or secretary reports their group points to the class.		Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	1.2.1.LI.2		1.2.1.AS.2
	Discuss the importance of physical activity for healthy living Collaborative Learning <ul style="list-style-type: none"> In groups learners discuss concept of physical activity including examples such as walking sports, jogging etc. Jot down points and the group lead or secretary reports their group points to the class. 		Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	1.2.1.LI.3		1.2.1.AS.3
	Apply the concept of physical activity in everyday life Project-Based Learning: <ul style="list-style-type: none"> Develop portfolios to showcase the application of physical activities in everyday life including all manner of physical movements Create attractive physical activities that will entice learners to regularly engage in 		Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	<ul style="list-style-type: none"> Charts/pictures of professionals Coursebooks 	<ul style="list-style-type: none"> Videos ICT tools e.g., Laptops, phones, projectors 	<ul style="list-style-type: none"> Portfolio Task sheet/assessment reports

Subject Elective Physical Education and Health
Strand 2. Physical Education
Sub-Strand 2. Training Principles for Sports Performance

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.2.2.LO.1</p> <p>Discuss the training principles of sports performance</p>	<p>Critical Thinking and Problem Solving: By mixed groupings, learners think critically and jot down key points on training principles for class presentation.</p> <p>Communication and Collaboration: Through mixed-ability groups, learners discuss the training principles for sports performance.</p> <p>Leadership and Personal Development: Individuals develop portfolios to showcase the application of training principles for sports performance.</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Become aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 questions and making contributions.</p>

		<p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Exhibiting motivation, and SMART goal setting • Managing emotions and conflicts <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
1.2.2.CS.1	1.2.2.LI.1	1.2.2.AS.1
Demonstrate knowledge and understanding of the principles of sports performance	<p>Explain the training principles for sports performance</p> <p>Collaborative Learning: In groups, learners discuss the training principles for sports performance, jot down their points and the group lead or secretary reports their group points to the class.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	<p>1.2.2.LI.2</p> <p>Apply the training principles for sports performance</p> <p>Activity-based learning: Individuals lead training activities by applying training principles. Peers observe and comment</p> <p>Project-Based Learning: Develop portfolios to showcase the application of the training principles for sports to improve performance excellence. Peers share portfolios with observation and comments</p>	<p>1.2.2.AS.2</p> <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Materials	<ul style="list-style-type: none"> • Charts/pictures of professionals • Coursebooks 	<ul style="list-style-type: none"> • Videos • ICT tools e.g., Laptops, phones, projectors

Subject Elective Physical Education and Health
Strand 2. Physical Education
Sub-Strand 3. Scientific Bases of Physical Activity

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>1.2.3.LO.1</p> <p>Discuss and apply the concepts of human anatomy and physiology in physical activity</p>	<p>Communication and Collaboration: By basing on other’s contributions for further discussion of anatomy and physiology in physical activity.</p> <p>Critical thinking and Problem-solving: By learners designing portfolios to showcase application anatomy and physiology in everyday life.</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Become aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 questions and making contributions.</p> <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness,</i></p>

		<p><i>Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Managing emotions and conflicts • Encouraging positive self-talk <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
1.2.3.CS.1	1.2.3.LI.1		1.2.3.AS.1
Demonstrate knowledge, understanding and application of anatomy and physiology in physical activity	Discuss the concepts of anatomy and physiology in physical activity		Level 1 Recall
	Talk for Learning (TFL): Use questions to engage learners in small groups to discuss concepts of anatomy and physiology in physical activity. Use concept mapping or mind maps to organise thoughts on anatomy and physiology in physical activity		Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	1.2.3.LI.2		1.2.3.AS.2
	Apply the concepts of anatomy and physiology in physical activity		Level 1 Recall
	Project-Based Learning: Develop portfolios to showcase the application of anatomy and physiology in everyday life.		Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	<ul style="list-style-type: none"> • Charts/pictures of professionals • Coursebooks 	<ul style="list-style-type: none"> • Videos • ICT tools e.g., Laptops, phones, projectors, 	

Subject Elective Physical Education and Health
Strand 3. Academic and Career Pathways Education
Sub-Strand 1. Health Education Pathways

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.3.1.LO.1</p> <p>Discuss career pathways in Health Education</p>	<p>Communication and Collaboration: By using the basis of what others said for further contributions and discussion on career pathways in physical education.</p> <p>Digital Literacy: By developing and making PowerPoint presentations to the class on career opportunities in physical education.</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Become aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 questions and making contributions.</p> <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are</p>

		<p>integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none">• Self-reflecting and finding confidence• Exhibiting motivation, and SMART goal setting <p>National Core Values: Respect, Discipline, Patience, Honesty</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
1.3.1.CS.1	1.3.1.LI.1	1.3.1.AS.1
Demonstrate knowledge and understanding of career pathways in Health Education	Identify career pathways in Health Education Talk for Learning: Through a question-and-answer session, learners identify career pathways in health education. Use concept maps to organise the contribution of learners	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	1.3.1.LI.2 Discuss career pathways in Health Education Group work: Group learners with leads and secretaries to discuss career pathways and prospects in health education and make oral presentations to justify their claims. Project Work: <ul style="list-style-type: none"> • Learners in groups go to health centres in their communities and interview health workers on the role of some health workers in the communities. • Groups make PowerPoint presentations to class. 	1.3.1.AS.2 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	<ul style="list-style-type: none"> • Charts/pictures of professionals • Coursebooks 	<ul style="list-style-type: none"> • Videos • ICT tools e.g., Laptops, phones, projectors

Subject Elective Physical Education and Health
Strand 3. Academic and Career Pathways
Sub-Strand 2. Physical Education Pathways

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>1.3.2.LO.1</p> <p>Identify and discuss career pathways in Physical Education</p>	<p>Leadership: Learners perform roles like team leads, secretaries, etc.</p> <p>Communication and Collaboration: Learners in mixed ability groups orally mention some career pathways in physical education.</p>	<p>GESI:</p> <ul style="list-style-type: none"> • Form mixed ability and mixed gender groups • Gender-neutral responses. • Gender-neutral examples. <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 questions and making contributions.</p> <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher</p>

		<p>should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none">• Self-reflecting and finding confidence• Encouraging positive self-talk• Exhibiting motivation, and SMART goal setting. <p>National Core Values: Friendliness, Tolerance, Respect</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI		Assessment
1.3.2.CS.1	1.3.2.LI.1		1.3.2.AS.1
Demonstrate knowledge and understanding of career pathways in Physical Education	Identify career pathways in Physical Education Talk for Learning: Through a question-and-answer session learners identify career pathways in physical education. Use mind maps to organise the contributions of learners.		Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	1.3.2.LI.2 Discuss career pathways in Physical Education Talk for Learning: Use questions to engage learners in small groups to discuss career pathways and prospects in physical education and share their thoughts		1.3.2.AS.2 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	<ul style="list-style-type: none"> • Charts/pictures of professionals • Coursebooks 	<ul style="list-style-type: none"> • Videos • ICT tools e.g., Laptops, phones, projectors 	

Subject Elective Physical Education and Health
Strand 3. Academic and Career Pathways
Sub-Strand 3. Sports Excellence Pathways

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>1.3.3.LO.1</p> <p>Identify and discuss pathways in sports excellence</p>	<p>Leadership: Learners perform roles like team leads, secretaries, etc. and make presentations</p> <p>Communication</p> <ul style="list-style-type: none"> • Learners in groups make contributions freely and also build on what others say. • Learners in mixed ability groups make contributions freely and develop their confidence. <p>Teamwork: Use group work to develop positive relationship, cooperation, we consciousness, tolerance and respect for others</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Become aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 questions and making contributions.</p> <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness,</i></p>

		<p><i>Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none">• Self-reflecting and finding confidence• Encouraging positive self-talk <p>National Core Values: Respect, Unity, Tolerance</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI		Assessment
1.3.3.CS.1	1.3.3.LI.1		1.3.3.AS.1
Demonstrate knowledge and understanding of pathways in Sports Excellence	Identify career pathways in Sports Excellence Talk for Learning: Use questions to engage learners in small groups to discuss career pathways and prospects in physical education		Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	1.3.3.LI.2	Discuss career pathways in Sports Excellence Talk for Learning: Use questions to engage learners in small groups to discuss career pathways in sports excellence and share their thoughts	1.3.3.AS.2 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	<ul style="list-style-type: none"> • Charts/pictures of professionals • Course books 	<ul style="list-style-type: none"> • Videos • ICT tools e.g., Laptops, phones, projectors 	

Subject Elective Physical Education and Health
Strand 3. Academic and Career Pathways
Sub-Strand 4. Coaching and Officiating of Games

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>1.3.4.LO.1</p> <p>Apply concepts and principles of coaching and officiating in the performance and management of net games.</p>	<p>Leadership: Learners perform roles like team leads, secretaries, etc. and make presentations</p> <p>Communication</p> <ul style="list-style-type: none"> • Learners in groups make contributions freely and also build on what others say. • Learners in mixed-ability groups make contributions freely and develop their confidence. <p>Teamwork: Use group work to develop positive relationships, cooperation, we-consciousness, tolerance and respect for others</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Become aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 questions and making contributions.</p> <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness,</i></p>

		<p><i>Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none">• Exhibiting motivation, and SMART goal setting• Managing emotions and conflicts <p>National Core Values: Respect, Unity, Tolerance</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
1.3.4.CS.1	1.3.4.LI.1	1.3.4.AS.1
Demonstrate understanding and application of the concepts and principles of coaching and officiating of net games . (E.g., badminton, tennis, table tennis and volleyball)	<p>Discuss the concepts and principles of coaching and officiating of net games.</p> <p>Group work: Learners in groups, research from available relevant sources such as; (books, journals, internet, etc.) and discuss concepts and principles of coaching and officiating of net games. Learners make presentations to justify their findings.</p> <p>Activity-based learning: Using suitable approaches, learners plan on coaching and officiating net games for execution. Learners share plans with the whole class for comments. Encourage them to learn to tolerate and respect other's opinions.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	1.3.4.LI.2	1.3.4.AS.2
	<p>Apply the concepts, and principles of coaching and officiating in the performance of net games.</p> <p>Activity-based learning: Learners in groups, role play coaching and officiating of net games. Peers observe and comment in a respectful manner.</p> <p>Project-Based Learning: Learners play coaching and officiating roles in their various schoolhouse teams and community teams to improve performance excellence in net games.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Materials	<ul style="list-style-type: none"> • Charts/pictures of professionals • Coursebooks 	<ul style="list-style-type: none"> • Videos • ICT tools e.g., Laptops, phones, projectors

Subject Elective Physical Education and Health
Strand 3. Academic and Career Pathways
Sub-Strand 5. Coaching and Officiating of Athletics

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>I.3.5.LO.1</p> <p>Apply concepts and principles of coaching and officiating in the performance and management of Field Events.</p>	<p>Leadership: Learners perform roles like team leads, secretaries, etc. and make presentations</p> <p>Communication:</p> <ul style="list-style-type: none"> • Learners in groups make contributions freely and also build on what others say. • Learners in mixed-ability groups make contributions freely and develop their confidence. <p>Teamwork: Use group work to develop positive relationships, cooperation, consciousness, tolerance and respect for others</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Become aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 questions and making contributions.</p> <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness,</i></p>

		<p><i>Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Self-reflecting and finding confidence • Exhibiting motivation and SMART goal setting • Encouraging positive self-talk <p>National Core Values: Respect, Unity, Tolerance</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI			Assessment
1.3.5.CS.1	1.3.5.LI.1			1.3.5.AS.1
Demonstrate understanding in the application of the concepts and principles of coaching and officiating of throw events . (E.g., Shot Put, discus, javelin, hammer)	<p>Discuss the concepts and principles of coaching and officiating of throw events.</p> <p>Group work: Learners in suitable grouping, research from available relevant sources such as; (books, journals, internet, etc.) and discuss concepts and principles of coaching and officiating of throw events.</p> <p>Learners make presentations to justify their findings.</p> <p>Activity-based learning: Using suitable approaches, learners draw up a plan for coaching and officiating throw events for execution.</p>			<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	1.3.5.LI.2			1.3.5.AS.2
	<p>Put into use the concepts, and principles of coaching and officiating in the performance of throw events.</p> <p>Activity-based learning: Learners in groups, role-play coaching and officiating of throw events. Peers observe and comment in a respectful manner.</p> <p>Project-Based Learning: Learners play coaching and officiating roles in their various schoolhouse teams and community teams to improve performance excellence in throw events.</p>			<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Materials	<ul style="list-style-type: none"> • Whistles • Stopwatches • Markers • Cones 	<ul style="list-style-type: none"> • Bibs • Javelin missiles • Discus missiles • Shot put missiles 	<ul style="list-style-type: none"> • High jump upright and crossbar • Pole vault upright and crossbar • Landing foam • Stepping board 	<ul style="list-style-type: none"> • Tape measure • Laptops • Projector • Cell phones etc.

YEAR TWO

Subject Elective Physical Education and Health
Strand I. Health Education
Sub-Strand I. Health and Wellness

Learning Outcomes	21 st Century Skills and Competencies	GESI ³ , SEL ⁴ and Shared National Values
<p>2.1.1.LO.1</p> <p>Design physical activities that can be used to develop each of the components of health and wellness.</p>	<p>Learners contribute their ideas freely to help the discussion in class.</p> <p>Teamwork: In groups, each group takes health and wellness components and searches the internet to design physical activities that can help develop the components.</p> <p>Leadership and Personal Development: Learners are also assigned leaders who coordinate the group activities. Learners present their activities in class for discussion.</p> <p>Learners contribute their ideas freely to help the discussion in class.</p> <p>Digital Literacy: Learners search the internet for the concept of health and wellness. Then think of the relationship between the two concepts, organise and present the answers found.</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Become aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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>

³ Gender Equality and Social Inclusion

⁴ Socio-Emotional Learning

		<p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Self-reflecting and finding confidence • Engaged in collaborative activities • Managing emotions and conflicts • Encouraged positive self-talk <p>National Core Values: Respect, Patience</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI		Assessment
2.1.1.CS.1	2.1.1.LI.1		2.1.1.AS.1
Demonstrate understanding of the relationships between health and wellness as well as physical activity that helps develop components of health and wellness.	<p>Explain sexual and reproductive health and its impact on health and wellness.</p> <p>Talk for Learning: Through questions and answers, learners think-pair and share their views on what sexual and reproductive health is. Use concept maps to structure contributions from learners and ask them to add on to what is not in the map</p>		Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	<p>2.1.1.LI.2</p> <p>Identify types of contraception and their impact on health and wellness.</p> <p>Collaborative Learning:</p> <ul style="list-style-type: none"> • Learners in their ability groups search for various types of contraception using a variety of resources. • Learners with their different learning abilities are tasked to prepare PowerPoint presentations for others to make their comments. 		2.1.1.AS.2 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	<ul style="list-style-type: none"> • Charts/pictures of professionals • Coursebooks 	<ul style="list-style-type: none"> • Videos • ICT tools, e.g., Laptops, cell phones, projectors, etc. 	<ul style="list-style-type: none"> • Sound system/speakers

Subject Elective Physical Education and Health
Strand 1. Health Education
Sub-Strand 2. Nutrition and Diet in Health

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.1.2.LO.1</p> <p>Analyse the relationship between nutrition and diet in healthy living</p>	<p>Digital Literacy: Learners use digital devices and ICT tools to search the internet for the relationship between nutrition and diet.</p> <p>Critical Thinking and Problem Solving: By examining the influence of nutrition and diet on physical health.</p> <p>Communication and Collaboration: By expressing themselves and tolerating others' views as well as collaborating during the analyses of nutrition and diet in healthy living</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Become aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 Emotional Learning Competencies -</p>

		<p><i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Self-reflecting and finding confidence • Engaged in collaborative activities • Managing emotions and conflicts • Encouraged on positive self-talk <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
2.XI.1.CSI	2.1.1.LI.1	2.1.1.AS.1
Demonstrate knowledge and understanding of the relationship between nutrition and diet in health.	<p>Explain the concept of food safety and wholesomeness</p> <p>Digital Literacy: Learners use digital devices and ICT tools to search the internet for the relationship between nutrition and diet.</p> <p>Critical Thinking and Problem-Solving: Learners engage in thorough thinking as they examine the influence of food safety and its wholesomeness on physical health.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	2.1.1.LI.2	2.1.1.AS.2
	<p>Discuss the impact of organic, genetically modified, sugary and processed foods on health.</p> <p>Communication and Collaboration: Learners discuss in groups the impact of organic, genetically modified, sugary and processed foods on health.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	2.1.1.LI.3	2.1.1.AS.3
	<p>Analyse the factors that affect food choices.</p> <p>Critical Thinking and Problem Solving: Learners engage in thorough thinking as they examine factors that affect food choices.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Materials	<ul style="list-style-type: none"> Charts/pictures of professionals Course-books 	<ul style="list-style-type: none"> Videos ICT tools, e.g., Laptops, cell phones, projectors, etc.

Subject Elective Physical Education and Health
Strand 1. Health Education
Sub-Strand 3. Common Human Diseases

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.1.3.LO.1</p> <p>Discuss factors that promote positive mental and emotional health</p>	<p>Digital Literacy: Through the use of ICT devices, learners search for explanations of various mental health conditions.</p> <p>Communication and Collaboration: By discussion, group the food and its components.</p> <p>Critical Thinking and Problem-Solving: Groups think critically about how to organise their presentations on factors that affect food choices</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Become aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Self-reflecting and finding confidence • Engaged in collaborative activities • Managing emotions and conflicts • Encouraged on positive self-talk <p>National Core Values: Tolerance, friendliness, open mindedness</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI		Assessment
2.1.3.CS.1	2.1.3.LI.1		2.1.3.AS.1
Demonstrate knowledge and understanding of emotional and mental health	Explain the various mental health conditions Digital Literacy <ul style="list-style-type: none"> In groups, learners use ICT devices to search for the explanations of various mental health conditions. The group leads or secretary presents their points to the class for further verification. 		Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	2.1.3.LI.2		2.1.3.AS.2
	Discuss the factors that promote positive mental and emotional health Collaborative Learning: Use TfL to engage learners in small groups on discussions on factors that promote positive mental and emotional health		Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	2.1.3.LI.3		2.1.3.AS.3
	Discuss the impact of life choices on diseases. Critical Thinking and Problem-Solving <ul style="list-style-type: none"> Group members think critically about how to organise their presentations on levels of disease prevention and management. Selected members make PowerPoint presentation to class to critique. 		Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	<ul style="list-style-type: none"> Charts/pictures of professionals Coursebooks 	<ul style="list-style-type: none"> Videos ICT tools, e.g., Laptops, cell phones, projectors, etc. 	

Subject Elective Physical Education and Health
Strand 2. Physical Education
Sub-Strand 1. Physical Activity for Healthy Living

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.2.1.LO.1</p> <p>Discuss factors that influence the adoption and adherence to regular physical activity participation for healthy living</p>	<p>Digital Literacy: As learners use ICT tool to search information and prepare power point for presentation, they improve on their ICT skills.</p> <p>Critical Thinking: Groups think critically on how to organise their presentations</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Become aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Self-reflecting and finding confidence • Exhibiting motivation, and SMART goal setting • Engaged in collaborative activities • Encouraged on positive self-talk <p>National Core Values: Respect, Discipline, Punctuality</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI		Assessment
2.2.1.CS.1 Demonstrate knowledge and understanding of factors influencing regular physical activity participation for healthy living	2.2.1.LI.1 Discuss injury prevention before, during and after physical activity. Collaborative Learning: In groups, learners use ICT devices to search for ways to prevent injuries before, during and after physical activities. The group leads or secretaries present their points to the class for further verification.		2.2.1.AS.1 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	2.2.1.LI.2 Discuss factors that influence adherence to regular participation in physical activity for healthy living practice Collaborative Learning: In groups, learners discuss actors that influence adherence to regular participation in physical activity, jot down their points and the group lead or secretary does a PowerPoint presentation to the class		2.2.1.AS.2 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	Teaching and Learning Materials <ul style="list-style-type: none"> • Charts/pictures of professionals • Coursebooks 		<ul style="list-style-type: none"> • Videos • ICT tools, e.g., Laptops, cell phones, projectors, etc.

Subject Elective Physical Education and Health
Strand 2. Physical Education
Sub-Strand 2. Training Principles for Sports Performance

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.2.2.LO.1</p> <p>Discuss and apply training principles for sports performance</p>	<p>Critical Thinking and Problem-Solving: As groups, think critically about how to organise presentations and how to apply training principles for sports performance.</p> <p>Communication and Collaboration: Learners contribute freely in their groups and also build on what others say.</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Become aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 Emotional Learning Competencies - <i>Self-Awareness, Self-Management,</i></p>

		<p><i>Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Self-reflecting and finding confidence • Engaged in collaborative activities • Managing emotions and conflicts • Encouraged on positive self-talk <p>National Core Values: Discipline, Honesty, Respect</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI		Assessment
2.2.2.CS.1	2.2.2.LI.1		2.2.2.AS.1
Demonstrate understanding and application of the principles of training for sports performance	Discuss the principles of training for sports performance Collaborative Learning: In groups, learners discuss the principles of training for sports performance, jot down their points and the group lead or secretary reports their group points to the class.		Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	2.2.2.LI.2 Apply the principles of training for sports performance Project-Based Learning: Develop portfolios to showcase application of the principles of training for sports performance. Exchange portfolio among peers for observation and comments		2.2.2.AS.2 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	<ul style="list-style-type: none"> • Charts/pictures of professionals • Coursebooks 	<ul style="list-style-type: none"> • Videos • ICT tools, e.g., Laptops, cell phones, projectors, etc. 	

Subject Elective Physical Education and Health
Strand 2. Physical Education
Sub-Strand 3. Scientific Bases of Physical Activity

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.2.3.LO.1</p> <p>Discuss and apply biomechanical principles in physical activity</p>	<p>Leadership: As learners perform roles like team leads, secretaries, etc. in making presentations on biomechanical principles in physical activity.</p> <p>Communication and collaboration: As learners in groups make contributions freely and also build on what others say on the application of biomechanical principles in physical activity.</p> <p>Critical thinking and Problem-Solving: By learners applying physical activity concepts to improve their health and others</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Become aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 Emotional Learning</p>

		<p>Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Self-reflecting and finding confidence • Engaged in collaborative activities Managing emotions and conflicts • Encouraged on positive self-talk <p>National Core Values: Respect, Discipline, Punctuality</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
2.2.3.CS.1	2.2.3.LI.1	2.2.3.AS.1
Demonstrate knowledge, understanding and application of biomechanical principles in physical activity	<p>Discuss biomechanical principles in physical activity.</p> <p>Talk for Learning (TFL): Use questions to engage learners in small groups to discuss concepts of anatomy and physiology and lead make presentations.</p> <p>In small groups, learners research on biomechanical principles in physical activity and share them with the class.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	<p>2.2.3.LI.2</p> <p>Apply biomechanical principles in physical activity</p> <p>Experiential Learning: Learners work in groups to analyse videos on biomechanical principles and indicate how they are applied in physical activities</p> <p>Exploratory Learning: In groups, select and apply biomechanical principles in performing various physical activities. Other learners observe and comment. Encourage them to tolerate and respect the views of others</p>	<p>2.2.3.AS.2</p> <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Materials	<ul style="list-style-type: none"> • Charts/pictures of professionals • Coursebooks 	<ul style="list-style-type: none"> • Videos • ICT tools, e.g., Laptops, cell phones, projectors, etc.

Subject Elective Physical Education and Health
Strand 3. Academic and Career Pathways
Sub-Strand 1. Health Education Pathways

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.3.1.LO.1</p> <p>Identify and discuss professional pathways in Health Education</p>	<p>Cultural Identity and Global Citizenship: by identifying professional pathways in Health Education globally.</p> <p>Leadership: Learners perform roles like team leads, secretaries, etc., and make presentations</p> <p>Communication and Collaboration: Through the discussion in teamwork on professional preparation of health education practitioners.</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Become aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 Emotional Learning Competencies - <i>Self-Awareness, Self-</i></p>

		<p><i>Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Self-reflecting and finding confidence • Exhibiting motivation, and SMART goal setting • Managing emotions and conflicts • Encouraged on positive self-talk <p>National Core Values: Tolerance, friendliness, open mindedness, patience, hard work, humility</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI		Assessment
2.3.1.CS.1	2.3.1.LI.1		2.3.1.AS.1
Demonstrate knowledge and understanding of professional pathways in Health Education	<p>Identify professionals in Health Education</p> <p>Inquiry-based Learning: In pairs, learners research from different sources about the various professionals in the field of Health Education</p> <p>Use questions and answers to guide further discussion of professionals in Health Education. Summarise contributions using mind maps</p>		<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	2.3.1.LI.2	<p>Discuss professional preparation of career pathways in Health Education</p> <p>Exploratory Learning: Listen to a presentation by a resource person about how to prepare for various career pathways in Health Education</p> <p>Collaborative Learning: Discuss your preferred career pathways in health education and make presentations to support your choice. Learners comment on presentations in a respectful manner</p>	<p>2.3.1.AS.2</p> <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Materials	<ul style="list-style-type: none"> • Charts/pictures of professionals • Coursebooks 	<ul style="list-style-type: none"> • Videos • ICT tools, e.g., Laptops, cell phones, projectors, etc. 	

Subject Elective Physical Education and Health
Strand 3.Academic and Career Pathways
Sub-Strand 2. Physical Education Pathways

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.3.2.LO.1</p> <p>Identify and discuss career/professional resume (CV) in Physical Education pathways.</p>	<p>Leadership: Learners perform roles such as team leads, secretaries, etc.</p> <p>Communication: Learners in mixed-ability groups make contributions freely and develop their confidence.</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Become aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 questions and making contribution.</p> <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness,</i></p>

		<p><i>Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Self-reflecting and finding confidence • Engaged in collaborative activities • Managing emotions and conflicts • Encouraged on positive self-talk <p>National Core Values: Patience, Respect, Discipline</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI		Assessment
2.X3.2.CS.1	2.3.2.LI.1		2.3.2.AS.1
Demonstrate knowledge and understanding of professional pathways in Physical Education	<p>Discuss the concepts of career Resume´ (Curriculum Vitae) to project a learner’s profile in physical education</p> <p>Building on what others say: Use what others say as a basis for further contributions on developing a CV to boost a learner’s career profile in physical education</p>		<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
	2.3.2.LI.2		2.3.2.AS.2
	<p>Building a career Resume´ (Curriculum Vitae) to project a learner’s profile in physical education</p> <p>Inquiry-based Learning: In pairs, use the internet to research modern careers in Physical Education for young people.</p> <p>Project-based Learning: With the aid of digital devices, develop a Resume (CV) detailing all your responsibilities and positions held.</p>		<p>Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Materials	<ul style="list-style-type: none"> • Charts/pictures of professionals • Coursebooks 	<ul style="list-style-type: none"> • Videos • ICT tools, e.g., Laptops, cell phones, projectors, etc. 	

Subject Elective Physical Education and Health
Strand 3. Academic and Career Pathways
Sub-Strand 3. Sports Excellence Pathways

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.3.3.LO.1</p> <p>Identify unattractive professional pathways in Sports Excellence</p>	<p>Communication: As learners in groups make contributions freely and also build on what others say about professional pathways in Sports Excellence, they improve their communication skills</p> <p>Leadership: Ask learners to perform roles like team leads, secretaries, etc., in professional pathways in Sports Excellence.</p> <p>Communication: As learners in mixed-ability groups make contributions freely to professional pathways in Sports Excellence, they develop their confidence.</p> <p>Teamwork: As learners work in groups to discuss professional pathways in Sports Excellence, they develop positive relationships, cooperation, we-consciousness, tolerance and respect for others.</p> <p>Digital Literacy: As learners use ICT tools to search for information and prepare PowerPoint presentations, they improve their ICT skills.</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Become aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 questions and making contributions.</p> <p>SEL: Creating opportunities for learners to build their Social Emotional Learning</p>

		<p>Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Self-reflecting and finding confidence • Exhibiting motivation, and SMART goal-setting • Engaged in collaborative activities • Encouraged on positive self-talk <p>National Core Values: Tolerance, friendliness, open mindedness, patience, hard work, humility</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI	Assessment
2.3.3.CS.1	2.3.3.LI.1	2.3.3.AS.1
Demonstrate knowledge, understanding of professional pathways in Sports Excellence	<p>Exploring technology to build a 21st-century career in physical education.</p> <p>Digital Learning: Research the methods of using technology to develop careers in physical education</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	<p>2.3.3.LI.2</p> <p>Applying technology to develop a 21st-century career in physical education</p> <p>Talk for Learning (TFL): Use ICT tools to engage learners in small groups and individually to practice how to use apps, softwares and links to build sports excellence career pathway profiles via the internet.</p> <p>Digital-Learning: Work in groups to use ICT tools to develop online professional profiles in sports excellence pathways and make PowerPoint presentations to the class (e.g. fitness tracking apps, Zoom platforms, Google Meet, Microsoft Team, YouTube, websites, social media, streaming etc)</p>	<p>2.3.3.AS.2</p> <p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Materials	<ul style="list-style-type: none"> • Charts/pictures of professionals • Coursebooks 	<ul style="list-style-type: none"> • Videos • ICT tools, e.g., Laptops, cell phones, projectors, etc.

Subject Elective Physical Education and Health
Strand 3. Academic and Career Pathways
Sub-Strand 4. Coaching and Officiating of Games

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.3.4.LO.1</p> <p>Apply concepts and principles of coaching and officiating to improve performance and management of invasion games</p>	<p>Leadership: Learners perform roles like team leads, secretaries, etc. and make presentations</p> <p>Communication</p> <ul style="list-style-type: none"> • Learners in groups make contributions freely and also build on what others say. • Learners in mixed-ability groups make contributions freely and develop their confidence. <p>Teamwork: Use group work to develop positive relationships, cooperation, we consciousness, tolerance and respect for others</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Become aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 questions and making contribution.</p> <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are</p>

		<p>integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Self-reflecting and finding confidence • Exhibiting motivation, and SMART goal setting • Managing emotions and conflicts • Encouraged on positive self-talk • Engaged in collaborative activities <p>National Core Values: Respect, Unity, Tolerance</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI			Assessment
2.3.4.CS.1 Demonstrate understanding in the application of the concepts and principles of coaching and officiating of invasion games. (E.g., Football, field hockey, basketball, handball, netball etc.)	2.3.4.LI.1 Examine the concepts and principles of coaching and officiating ball or invasion games Group work: In suitable groups, learners research from available relevant sources such as; (books, journals, the internet, etc.) and discuss concepts and principles of coaching and officiating invasion games. Learners make presentations to justify their findings.			2.3.4.AS.1 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	Activity-based learning: Using suitable approaches, learners draw up a plan for coaching and officiating of ball or invasion games for execution.			
	2.3.4.LI.2 Apply the concepts and principles of coaching and officiating in the performance of ball or invasion games. Activity-based learning: Learners in groups, role play coaching and officiating of ball or invasion games. Project-Based Learning: Learners play coaching and officiating roles in their various schoolhouse teams as well as in their community teams to improve performance excellence in ball or invasion games.			2.3.4.AS.2 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	<ul style="list-style-type: none"> • Balls (Handball, Volleyball, Football, Netball, Basketball, Hockey) 	<ul style="list-style-type: none"> • Bibs • Whistles • Projector 	<ul style="list-style-type: none"> • Laptop • Cell phone 	<ul style="list-style-type: none"> • Markers • Cones etc.

Subject **Elective Physical Education and Health**
Strand **3. Academic and Career Pathways**
Sub-Strand **5. Coaching and Officiating of Athletics**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>2.3.5.LO.1</p> <p>Apply concepts and principles of coaching and officiating to improve performance and management of Track event / marathon.</p>	<p>Leadership: Learners perform roles like team leads, secretaries, etc. and make presentations</p> <p>Communication</p> <ul style="list-style-type: none"> • Learners in groups make contributions freely and also build on what others say. • Learners in mixed-ability groups make contributions freely and develop their confidence. <p>Teamwork: Use group work to develop positive relationship, cooperation, we consciousness, tolerance and respect for others</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Become aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 questions and making contribution.</p> <p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness,</i></p>

		<p><i>Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Self-reflecting and finding confidence • Managing emotions and conflicts • Encouraged on positive self-talk • Engaged in collaborative activities <p>National Core Values: Respect, Unity, Tolerance</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI			Assessment
2.3.5.CS.1 Demonstrate understanding and application of the concepts and principles of coaching and officiating of Track event / marathon. (E.g., Sprints, middle distance, long distance, hurdles, relay, marathon)	2.3.5.LI.1 Examine the concepts and principles of coaching and officiating of track events / marathon. Group work: In suitable groups, learners research from available relevant sources such as; (books, journals, the internet, etc.) and discuss concepts and principles of coaching and officiating of track events / marathon. Learners make presentations to justify their findings. Activity-based learning: Using suitable approaches, learners draw up a plan for coaching and officiating of track events / marathon for execution.			2.3.5.AS.1 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	2.3.5.LI.2 Use the concepts and principles of coaching and officiating in the performance of run events. Activity-based learning: Learners in groups role-play coaching and officiating of track events / marathon Project-Based Learning: Learners play coaching and officiating roles in their various schoolhouse teams as well as in their community teams to improve performance excellence in track events / marathon.			2.3.5.AS.2 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	<ul style="list-style-type: none"> • Whistles • Stop watches • Markers • Cones 	<ul style="list-style-type: none"> • Bibs • Javelin missiles • Discus missiles • Shot put missiles 	<ul style="list-style-type: none"> • High jump upright and crossbar • Pole vault upright and crossbar • Landing foam • Stepping board 	<ul style="list-style-type: none"> • Tape measure • Laptops • Projector Cell phones etc.

YEAR THREE

Subject Elective Physical Education and Health
Strand I. Health Education
Sub-Strand I Health and Wellness

Learning Outcomes	21 st Century Skills and Competencies	GESI ⁵ , SEL ⁶ and Shared National Values
<p>3.1.1.LO.1</p> <p>Explain the concept of mental health and identify the common forms.</p>	<p>Digital Literacy: Ask learners to use ICT tools and search the internet for the meaning of mental health.</p> <p>Leadership: As group leads make presentations to the class and answer questions on the concept of mental health and identify their common forms, they develop leadership skills and confidence.</p> <p>Cultural Identity and Citizenship: Through interviews and interaction with people from different cultural backgrounds, learners develop cultural identity and citizenship.</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Become aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 contributions.</p> <p>SEL: Creating opportunities for learners to build their Social Emotional Learning</p>

		<p>Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social-emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Self-reflecting and finding confidence • Engaged in collaborative activities. • Managing emotions and conflicts • Encouraged on positive self-talk <p>National Core Values: Tolerance, Respect, Commitment</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI		Assessment
3.1.1.CS.1	3.1.1.LI.1		3.1.1.AS.1
Demonstrate knowledge and understanding of mental health in adolescence	<p>Explain the concept of mental health and identify the common forms</p> <p>Digital Learning: In groups, design and present PowerPoint presentations on the concept of mental health and the common forms</p> <p>Activity-based Learning: Design posters to create awareness on mental health</p>		<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	3.1.1.LI.2		3.1.1.AS.2
	<p>Explain how to cope with stress and anxiety</p> <p>Collaborative Learning: Engage in a whole class discussion on how to cope with stress and anxiety.</p> <p>Project-Based Learning:</p> <ul style="list-style-type: none"> Learners in small groups interview community members on how they cope with stress and anxiety. Make portfolio presentation of your experiences and findings. 		<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	3.1.1.LI.3		3.1.1.AS.3
	<p>Discuss how to cope with depression and prevention of suicide.</p> <p>Talk-for-Learning Approach: Discuss further, various aspects of replication together with how to cope with depression and prevention of suicide.</p> <p>Digital Learning:</p> <ul style="list-style-type: none"> Watch video tapes and simulations about how to cope with depression and prevention of suicide. Form mix-ability groups to discuss observations made in the videos. 		<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Materials	<ul style="list-style-type: none"> Charts/pictures of professionals Coursebooks 	<ul style="list-style-type: none"> Videos ICT tools, e.g., Laptops, cell phones, projectors, etc. 	<ul style="list-style-type: none"> Sound system/speakers Any other relevant tool

Subject Elective Physical Education and Health
Strand 1. Health Education
Sub-Strand 2. Nutrition and Diet in Health

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.1.2.LO.1</p> <p>Analyse nutrition and dietary practices and their effects on the human body.</p>	<p>Digital Literacy: In mixed academic ability groupings, learners work on the concept of acquiring and maintaining good nutrition and dietary habits. Each group searches the internet using ICT tools to provide answers to the assignment. Each group with a leader presents their findings and leads the discussion in class. Learners contribute their ideas freely to help the discussion in class.</p> <p>Leadership: Lead learners to discuss the role of nutrition in academic work of students. Then, place learners in mixed academic ability groups to debate the role of SFP in the academic work of learners. Each group searches the internet using ICT tools to do their assignment. Each group with a lead and supporting speaker presents their points and leads the discussion in class. Learners contribute their ideas freely to help the discussion in class.</p> <p>Communication and Collaboration: By working together with mixed-ability, learners improve on their teamwork and communication skills.</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Become aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 questions and making contributions.</p>

		<p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Engaged in collaborative activities • Exhibiting motivation, and SMART goal-setting • Managing emotions and conflicts • Encouraged on positive self-talk <p>National Core Values: Tolerance, Respect, Commitment</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
Demonstrate knowledge and understanding of healthy nutrition and dietary practices and their effects on the human body.	<p>Discuss how to acquire and maintain energy balance and metabolism through nutrition and dietary habits.</p> <p>Collaborative learning:</p> <ul style="list-style-type: none"> • In mixed academic ability groupings, learners work on the concept of acquiring and maintaining good nutrition and dietary habits. • Each group searches the internet using ICT tools to provide answers to the assignment. • Each group with a leader presents their findings and leads the discussion in class. Learners contribute their ideas freely to help the discussion in class. • acquire and maintain good nutrition and dietary habits. 	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	3.1.2.LI.2 <p>Discuss the role of nutrition (school feeding programme- SFP) in the academic work of learners.</p> <p>Talk for Learning: Use questions and answers to get learners to build on what others said as a basis for further contributions towards the discussion of the role of nutrition (school feeding programme- SFP) in the academic work of learners.</p>	3.1.2.AS.2 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	3.1.2.LI.3 <p>Analyse eating disorders and their effects on the human body (anorexia nervosa, bulimia nervosa and binge eating and drinking).</p> <p>Collaborative Learning Technique: In mixed-ability, gender-responsive and all-inclusive tasked-based groups, research from textbooks and related resources, learners' dietary deficiencies and their effects on the human body.</p> <p>Project-based Learning: Create a chart on common diets and the effect of their deficiencies in humans</p>	3.1.2.AS.3 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	Teaching and Learning Materials	<ul style="list-style-type: none"> • Charts/pictures of professionals • Coursebooks

Subject Elective Physical Education and Health
Strand 1. Health Education
Sub-Strand 3. Common Human Diseases

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.1.3.LO.1</p> <p>Discuss types of injuries, care and preventions</p>	<p>Leadership: Learners perform roles like team leaders, secretaries, etc.</p> <p>Critical Thinking: Groups think critically on how to organise their presentations</p> <p>Communication: Learners in groups make contributions freely and also build on what others say.</p> <p>Digital Literacy: As learners use ICT tool to search for information, they improve on their ICT skills.</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Become aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 contributions.</p>

		<p>SEL: Creating opportunities for learners to build their Social Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Self-reflecting and finding confidence • Exhibiting motivation, and SMART goal-setting • Managing emotions and conflicts • Encouraged on positive self-talk <p>National Core Values: Discipline, Honesty, Dedication</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
3.1.3.CS.1	3.1.3.LI.1	1.1.3.AS.1
Demonstrate knowledge and understanding of injury prevention and rehabilitation	Identify types of injuries Project-based Learning <ul style="list-style-type: none"> • Work in groups to research and identify different types of injuries. • Create a Photo Album on different types of injuries and their descriptions 	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	3.1.3.LI.2	1.1.3.AS.2
	Describe the methods of preventing and managing injuries Talk for learning: Use interactive question and answer sessions to engage learners in small groups to discuss the various ways of preventing injuries. Demonstrative Learning: Work in small groups to role play some ways of preventing injuries. Learners observe and comment	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	3.1.3.LI.3	1.1.3.AS.3
	Applying the modalities of injury prevention and management in a practical lesson. Demonstrative – Learning: <ul style="list-style-type: none"> • Learners individually demonstrate the various ways of managing injuries. • Some members serve as injured victims while others play the role of first aiders. 	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	<ul style="list-style-type: none"> • Charts/pictures of professionals • Coursebooks • First Aid kits 	<ul style="list-style-type: none"> • Videos • ICT tools, e.g., Laptops, cell phones, projectors, etc.

Subject Elective Physical Education and Health
Strand 2. Physical Education
Sub-Strand 1. Physical Activity for Healthy Living

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.2.1.LO.1</p> <p>Discuss physical fitness and develop activities for health-related fitness components.</p>	<p>Leadership: Learners perform roles like team leads, secretaries, etc.</p> <p>Critical Thinking: Groups think critically on how to organise their presentations</p> <p>Communication: Learners in groups make contributions freely and also build on what others say.</p> <p>Personal Development: Individual learners apply physical activity concepts to improve their health and others.</p> <p>Digital Literacy: As learners use ICT tool to search information, design fitness activities and video the application of the activities, they improve on their ICT skills.</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Become aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 contributions.</p> <p>SEL: Creating opportunities for learners to build their Social Emotional Learning</p>

		<p>Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Self-reflecting and finding confidence • Engaged in collaborative activities • Managing emotions and conflicts • Encouraged on positive self-talk <p>National Core Values: Patience, hard work, humility</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI		Assessment
3.2.1.CS.1	3.2.1.LI.1		3.2.1.AS.1
Demonstrate knowledge and understanding of physical fitness and how to develop the health-related components	<p>Explain the concept of physical fitness</p> <p>Digital Learning: In groups, learners discuss concepts of physical fitness and design a word cloud based on their output.</p>		Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	3.2.1.LI.2		3.2.1.AS.2
	<p>Discuss health-related components of fitness</p> <p>Collaborative Learning: In groups, learners discuss components of health-related physical fitness in groups. The group lead or secretary later presents their points to the class.</p>		Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	3.2.1.LI.3		3.2.1.AS.3
	<p>Design activities to improve health-related fitness components</p> <p>Project-Based Learning</p> <ul style="list-style-type: none"> • Design physical activities and describe how each is used to develop health-related fitness component • Take videos of physical activities organised in your communities to improve health-related fitness for class discussion. 		Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	<ul style="list-style-type: none"> • Charts/pictures of professionals • Coursebooks 	<ul style="list-style-type: none"> • Videos • ICT tools, e.g., Laptops, cell phones, projectors, etc 	<ul style="list-style-type: none"> • Portfolio • Task sheet/assessment reports

Subject Elective Physical Education and Health
Strand 2. Physical Education
Sub-Strand 2. Training Principles for Sports Performance

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.2.2.LO.1</p> <p>Discuss and apply the principles of periodisation for training programme planning.</p>	<p>Leadership: Learners perform roles like team leads, secretaries, etc.</p> <p>Critical Thinking: Groups think critically on how to organise their presentations</p> <p>Communication: Learners in groups make contributions freely and also build on what others say.</p> <p>Personal Development: Individual learners develop how to apply the principles of periodisation concepts to improve their health and others.</p> <p>Critical Thinking: Groups think critically on how to design their training programmes for various training phases</p>	<p>GESI:</p> <ul style="list-style-type: none"> • Avoid discriminating against individuals of different beliefs, religions, and cultures • Be sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Being aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Engaged in collaborative activities • Exhibiting motivation, and SMART goal setting • Managing emotions and conflicts • Encouraged on positive self-talk <p>National Core Values: Tolerance, friendliness, open mindedness, patience, hard work, humility</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI		Assessment
3.2.2.CS.1	3.2.2.LI.1		3.2.2.AS.1
Demonstrate knowledge and understanding of the principles of periodisation and its phases	Discuss the principles of periodisation Collaborative Learning: In groups, learners discuss the principles of periodisation and jot down their points. The group lead or secretary reports their group points to the class.		Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	3.2.2.LI.2	Apply the principles of periodisation for training programme planning Activity-based Learning: Plan and design training programmes as individuals and in groups using the principles of periodisation for the various training phases (micro, meso and macro).	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	<ul style="list-style-type: none"> • Charts/pictures of professionals • Coursebooks 	<ul style="list-style-type: none"> • Videos • ICT tools, e.g., Laptops, cell phones, projectors, etc. 	

Subject Elective Physical Education and Health
Strand 2. Physical Education
Sub-Strand 3. Scientific Basis of Physical Activity

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.2.3.LO.1</p> <p>Discuss kinesiology in physical activity</p>	<p>Leadership: Learners perform roles like team leads, secretaries, etc.</p> <p>Critical Thinking: Groups think critically on how to organise their presentations</p> <p>Communication: Learners in groups make contributions freely and also build on what others say.</p> <p>Communication and Collaboration: Learners in groups make contributions freely and also build on what others say to improve their communication and collaboration skills</p> <p>Digital Literacy: As learners use ICT tool to search information, they improve on their ICT skills.</p>	<p>GESI:</p> <ul style="list-style-type: none"> • Avoid discriminating against individuals of different beliefs, religions, and cultures • Be sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Being aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 Emotional Learning Competencies - <i>Self-Awareness, Self-</i></p>

		<p><i>Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Self-reflecting and finding confidence • Exhibiting motivation, and SMART goal-setting • Engaged in collaborative activities • Encouraged on positive self-talk <p>National Core Values: Open-mindedness, patience, hard work</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI	Assessment
3.2.3.CS.1	3.2.3.LI.1	3.2.3.AS.1
Demonstrate knowledge, understanding and application of kinesiology concepts in physical activity	<p>Explain the concept of kinesiology in physical activity</p> <p>Talk for Learning (TFL): Use questions to engage learners in small groups to discuss concepts of kinesiology.</p> <p>Use questions and answers to get learners to use what others say as a basis for further discussions on the concepts of kinesiology in physical activity</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	3.2.3.LI.2	3.2.3.AS.2
	<p>Discuss components of kinesiology and how to apply them in physical education.</p> <p>Collaborative Learning: In groups, learners discuss how kinesiology can influence physical education. The group lead or secretary later presents their points to the class.</p> <p>Demonstrative Learning: Work in groups to demonstrate the application of various components of kinesiology in physical education</p>	<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
Teaching and Learning Materials	<ul style="list-style-type: none"> • Charts/pictures of professionals • Coursebooks 	<ul style="list-style-type: none"> • Videos • ICT tools, e.g., Laptops, cell phones, projectors, etc.

Subject Elective Physical Education and Health
Strand 3. Academic and Career Pathways
Sub-Strand 1. Health Education Pathways

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
3.3.1.LO.1		
Identify an interesting career pathway in health education and demonstrate its competencies	<p>Leadership: Learners perform roles like team leads, secretaries, etc. and make presentations</p> <p>Communication and Collaboration: Learners in groups make contributions orally to support what others say to improve their communication and collaboration skills</p> <p>Digital Literacy: As learners use ICT tools to search for information and make PowerPoint presentations, they improve their ICT skills.</p> <p>Digital Literacy: As learners use ICT tools to search for information and make PowerPoint presentations, they improve their ICT skills.</p>	<p>GESI:</p> <ul style="list-style-type: none"> • Avoid discriminating against individuals of different beliefs, religions, and cultures • Be sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Being aware of their own biases and stereotypes • Embrace diversity and practice inclusion. <p>Modifications and Adaptation: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 Emotional Learning</p>

		<p>Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Self-reflecting and finding confidence • Engaged in collaborative activities • Managing emotions and conflicts • Encouraged on positive self-talk <p>National Core Values: Tolerance, friendliness, Discipline</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI		Assessment
3.3.1.CS.1	3.3.1.LI.1		3.3.1.AS.1
Demonstrate knowledge in career preparedness in Health Education	<p>Justify reasons for selecting a career pathway in Health Education (Preparation for seminar presentation)</p> <p>Collaborative Learning: In groups, learners discuss reasons for selecting a career pathway in Health Education. The group lead or secretary later presents their points to the class with justifications.</p>		Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	3.3.1.LI.2	<p>Demonstrate professional competencies in a career of interest in Health Education (Seminar presentations)</p> <p>Demonstrative Learning: Plan and demonstrate/model selected professional competencies in your career of interest in Health Education</p>	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	<ul style="list-style-type: none"> • Charts/pictures of professionals • Coursebooks • Videos 	<ul style="list-style-type: none"> • ICT tools, e.g., Laptops, cell phones, projectors, etc. • Online resources 	

Subject **Elective Physical Education and Health**
Strand **3. Academic and Career Pathways**
Sub-Strand **2. Physical Education Pathways**

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.3.2.LO.1</p> <p>Identify an interesting career pathway in physical education and demonstrate its competencies</p>	<p>Leadership: Learners perform roles like team leads, secretaries, etc. and make presentations</p> <p>Communication and Collaboration: Learners in groups make contributions orally to support what others say to improve their communication and collaboration skills</p> <p>Digital Literacy: As learners use ICT tools to search for information and make PowerPoint presentations, they improve their ICT skills.</p>	<p>GESI</p> <ul style="list-style-type: none"> • Avoid discriminating against individuals of different beliefs, religions, and cultures • Be sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Being aware of their own biases and stereotypes • Embrace diversity and practice inclusion • Form mixed ability and mixed gender groups <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Self-reflecting and finding confidence • Exhibiting motivation, and SMART goal setting • Managing emotions and conflicts • Engaged in collaborative activities <p>National Core Values: Honesty, Truthfulness, Tolerance and Discipline</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI		Assessment
3.3.2.CS.1	3.3.2.LI.1		3.3.2.AS.1
Demonstrate knowledge in career preparedness in Physical Education	<p>Evaluate reasons for selecting a career pathway in Physical Education (Preparation for seminar presentation)</p> <p>Collaborative Learning: In groups, learners discuss reasons for selecting a career pathway in Physical Education.</p>		Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	<p>3.3.2.LI.2</p> <p>Demonstrate professional competencies in your career of interest in Physical Education (Seminar presentations)</p> <p>Demonstrative Learning: Plan and demonstrate/model selected professional competencies in your career of interest in Physical Education</p>		3.3.2.AS.2 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	<ul style="list-style-type: none"> • Charts/pictures of professionals • Coursebooks 	<ul style="list-style-type: none"> • Videos • ICT tools, e.g., Laptops, cell phones, projectors, etc. 	

Subject Elective Physical Education and Health
Strand 3. Academic and Career Pathways
Sub-Strand 3. Sports Excellence Pathways

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.3.3.LO.1</p> <p>Identify an interesting sports pathway and demonstrate its competencies</p>	<p>Leadership and Personal Development: Learners perform roles like team leads, secretaries, etc. and make presentations</p> <p>Communication and Collaboration: Learners in groups make contributions orally to support what others say to improve their communication and collaboration skills</p> <p>Digital Literacy: As learners use ICT tools to search for information and make PowerPoint presentations, they improve their ICT skills.</p>	<p>GESI:</p> <ul style="list-style-type: none"> • Avoid discriminating against individuals of different beliefs, religions, and cultures • Be sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Being aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should</p>

		<p>apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none">• Self-reflecting and finding confidence• Engaged in collaborative activities• Managing emotions and conflicts• Encouraged on positive self-talk <p>National Core Values: Tolerance, hard work, humility</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century and GESI		Assessment
3.3.3.CS.1	3.3.3.LI.1		3.3.3.AS.1
Demonstrate knowledge of preparedness for excellence in participation in sports	Evaluate reasons for selecting a given pathway in sport (preparation for seminar presentation) Collaborative Learning <ul style="list-style-type: none"> In groups, learners discuss reasons for selecting a career pathway in Sports Excellence. The group lead or secretary later presents their points to the class with justifications. Learners mention a career pathway in sports and discuss competencies and skills that need to be developed for the achievement. 		Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	3.3.3.LI.2	Demonstrate professional competencies in the chosen pathway of sports excellence (seminar presentation) Demonstrative Learning: Plan and demonstrate/model selected professional competencies in your career of interest in sports excellence	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	<ul style="list-style-type: none"> Charts/pictures of professionals Coursebooks 	<ul style="list-style-type: none"> Videos ICT tools, e.g., Laptops, cell phones, projectors, etc. 	

Subject Elective Physical Education and Health
Strand 3. Academic and Career Pathways
Sub-Strand 4. Coaching and Officiating of Games

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>3.3.4.LO.1</p> <p>Apply concepts and principles of coaching and officiating to improve performance and management of target / batting and fielding games</p>	<p>Leadership: Learners perform roles like team leads, secretaries, etc. and make presentations</p> <p>Communication</p> <ul style="list-style-type: none"> • Learners in groups make contributions freely and also build on what others say. • Learners in mixed-ability groups make contributions freely and develop their confidence. <p>Teamwork: Use group work to develop positive relationships, cooperation, we-consciousness, tolerance and respect for others</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Become aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness,</i></p>

		<p><i>Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Self-reflecting and finding confidence • Engaged in collaborative activities • Managing emotions and conflicts • Encouraged on positive self-talk. <p>National Core Values: Respect, Unity, Tolerance</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI			Assessment
3.3.4.CS.1 Demonstrate understanding in the application of the concepts and principles of coaching combat sports (e.g. Tae Kwon Do, Judo, Karate, Wrestling, Kickboxing, Jiujitsu, fencing, boxing Tai Chi etc.)	3.3.4.LI.1 Discover the concepts and principles of coaching combat sports. Group work: In suitable groups, learners research from available relevant sources such as; (books, journals, the internet etc.) and discuss concepts and principles of coaching combat sports. Learners make presentations to justify their findings. Activity-based learning: Using suitable approaches, learners plan on coaching combat sports for execution.			3.3.4.AS.1 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	3.3.LI.2 Employ the concepts and principles of coaching in the performance of combat sports. Activity-based learning: Learners in groups, role play coaching and officiating of target/batting and fielding games. Project-Based Learning: Learners play coaching and officiating roles in their various schoolhouse teams as well as in their community teams to improve performance excellence in target/batting and fielding games.			3.3.4.AS.2 Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	<ul style="list-style-type: none"> • Balls (Handball, Volleyball, Netball, Basketball, Hockey) • Table Tennis Board and net • Table tennis rackets and balls 	<ul style="list-style-type: none"> • Bibs • Whistles • Projector 	<ul style="list-style-type: none"> • Laptop • Cell phone 	<ul style="list-style-type: none"> • Markers • Cones etc.

Subject Elective Physical Education and Health
Strand 3. Academic and Career Pathways
Sub-Strand 5. Coaching and Officiating of Athletics

Learning Outcomes	21 st Century Skills and Competencies	GESI, SEL and Shared National Values
<p>1.3.4.LO.1</p> <p>Apply concepts and principles of coaching and officiating to improve performance and management of Field events (jumps).</p>	<p>Leadership: Learners perform roles like team leads, secretaries, etc. and make presentations</p> <p>Communication</p> <ul style="list-style-type: none"> • Learners in groups make contributions freely and also build on what others say. • Learners in mixed ability groups make contributions freely and develop their confidence. <p>Teamwork: Use group work to develop positive relationships, cooperation, consciousness, tolerance and respect for others</p>	<p>GESI: Working with each other in an inclusive way, cross-sharing of knowledge and understanding between and amongst groups and individuals leads the learner to:</p> <ul style="list-style-type: none"> • Gain respect for individuals of different beliefs, religions, and cultures • Become sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • Become aware of their own biases and stereotypes • Embrace diversity and practice inclusion <p>Modifications and Adaptations: Form suitable groupings, (ability, mixed ability, mixed gender, etc. where applicable). Also consider; gender, cultural, religious 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 Emotional Learning Competencies - <i>Self-Awareness, Self-Management, Social Awareness,</i></p>

		<p><i>Relationship Skills and Responsible Decisions</i> are integrated throughout all lessons to encourage inclusion. As part of achieving each learning outcome in the curriculum, the teacher should apply the social emotional learning strategies to ensure that learners are:</p> <ul style="list-style-type: none"> • Self-reflecting and finding confidence • Exhibiting motivation, and SMART goal setting • Managing emotions and conflicts • Encourage positive self-talk <p>National Core Values: Respect, Unity, Tolerance</p>
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Content Standards	Learning Indicators and Pedagogical Exemplars with 21 st Century and GESI			Assessment
3.3.5.CS.1	3.3.5.LI.1			3.3.5.AS.1
Demonstrate understanding and application of the concepts and principles of coaching and officiating of Field events (jumps. E.g., High jump, long jump. Triple jump, pole vault, etc.)	<p>Discover the concepts and principles of coaching and officiating jump events.</p> <p>Group work: In suitable groups, learners research from available relevant sources such as; (books, journals, the internet, etc.) and discuss concepts and principles of coaching and officiating of jump events.</p> <p>Learners make presentations to justify their findings.</p> <p>Activity-based learning: Using suitable approaches, learners plan on coaching and officiating jump events for execution.</p>			<p>Level 1 Recall</p> <p>Level 2 Skills of conceptual understanding</p> <p>Level 3 Strategic reasoning</p> <p>Level 4 Extended critical thinking and reasoning</p>
	3.3.5.LI.2	<p>Employ the concepts and principles of coaching and officiating in the performance of jump events.</p> <p>Activity-based learning: Learners in groups, role play coaching and officiating of target/batting and jump events.</p> <p>Project-Based Learning: Learners play coaching and officiating roles in their various schoolhouse teams and community teams to improve performance excellence in jump events.</p>		
Teaching and Learning Materials	<ul style="list-style-type: none"> • Whistles • Stop watches • Markers • Cones 	<ul style="list-style-type: none"> • Bibs • Javelin missiles • Discus missiles • Shot put missiles 	<ul style="list-style-type: none"> • High jump upright and crossbar • Pole vault upright and crossbar • Landing foam • Stepping board 	<ul style="list-style-type: none"> • Tape measure • Laptops • Projector • Cell phones etc.