MINISTRY OF EDUCATION

Physical Education and Health (Core)

For Senior High Schools

TEACHER MANUAL



YEAR THREE

NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Physical Education and Health (Core)

For Senior High Schools

Teacher Manual

Year Three

NaCCA NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT OF MINISTRY OF EDUCATION

PHYSICAL EDUCATION AND HEALTH (CORE) TEACHER MANUAL

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Introduction for the Year Three Teacher Manual

The National Council for Curriculum and Assessment (NaCCA) has developed the third and final set of curriculum materials to support the implementation of the new Senior High School curriculum.

This Year Three Teacher Manual for covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively support learners in their final year of Senior High School. All the necessary information for the Student Assessment Portal has been included in the Year Three Teacher Manual to simplify the development of weekly learning plans, meaning that teachers have a single reference document.

The Year Three Teacher Manual has two main objectives:

- To support learners to consolidate and deepen their understanding of the content, pedagogy, and assessment across all three years of the new Senior High School curriculum in preparation for the West Africa Senior Secondary Certificate Examination (WASSCE).
- To equip teachers with the tools and resources needed to deliver revision-focused, assessment-led lessons that build on the knowledge learners have acquired from Year One to Year Three.

In this third year, teachers will be supporting learners to prepare for the WASSCE. Each section of the Teacher Manual is therefore structured around the highest Depth of Knowledge (DoK) levels, allowing learners to build progressively on knowledge acquired from Year One to Year Three. For each week, learning tasks and pedagogy are built around the assessment, ensuring that classroom activities directly prepare learners for the demands of the examination. Two sets of sample examination papers are also provided; one administered by Week 12 as a first semester practice examination, and one by Week 20 as a mock examination, to gauge learners' competencies and identify areas requiring remediation.

To further support teachers in delivering Year Three, NaCCA, working with the Ghana Education Service, has developed a subject specific App for each subject.

The Year Three PLC sessions have been revised in response to findings from the 2025 annual evaluation survey. The survey confirmed that teachers have made strong progress in lesson planning, use of varied instructional methods, ICT integration and modes of assessment. To address the identified gap in explaining concepts clearly using examples familiar to learners, each PLC session now includes a dedicated Content Exploration segment. This ten-minute segment brings the subject group together to work through one challenging problem or concept from the week's Teacher Manual content, not to plan how to teach it, but to ensure that every teacher in the group fully understands it.

The PLC sessions in Year Three also place particular emphasis on connecting the week's content to equivalent topics taught in Years One and Two. Teachers are encouraged to note the recap weeks signposted throughout the Teacher Manual and to use the App to explore how content across all three years links together.

As in previous years, teachers are expected to integrate National Values, Gender Equality and Social Inclusion (GESI), Social and Emotional Learning (SEL), and 21st-century skills into their learning activities, assessment tasks, and rubrics and mark schemes. The subject-specific App will support teachers in doing this throughout the year.

Ghana Education Service acknowledges the dedication of the teachers who have implemented the new curriculum across Years One and Two and recognises that Year Three represents both the culmination of that effort and a critical moment for learners. The Year Three Teacher Manual and its accompanying resources have been developed to ensure that every learner, regardless of background, ability, or school context, is fully prepared to demonstrate what they know and can do in the WASSCE and to progress confidently to further studies, the world of work, and adult life.

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SECTION 1: SPORTS PARTICIPATION – PART ONE

STRAND: PHYSICAL ACTIVITY AND HEALTH

Sub-Strand: Sports Participation

Learning Outcome: *Demonstrate the ability to use basic skills in performing individual and team sports (e.g., pickleball, tennis, etc.)*

Content Standard: *Demonstrate the ability to apply various skills in performing team and individual sports (e.g., pickleball, tennis, etc.)*

INTRODUCTION AND SECTION SUMMARY

This section is about sports participation, and the focus is on Pickleball. Pickleball is a fast-paced sport that has many similarities to tennis, badminton, and table tennis. It is played on a level court with short-handled paddles and perforated hollow plastic ball that is volleyed over a low net. The game is played either by two opposing players (singles) or two pairs of players (doubles). To play pickleball, rally continuous until the receiving player fails to return the ball, hit the ball into the net or out of bounds. The first pickleball tournament was held in Tukwila, Washington. Pickleball is accessible and supports inclusivity, offering the opportunity for people with physical disabilities to actively participate and enjoy the game through adaptive sports programmes. These programmes make it possible for everyone to play by using modified equipment and special court setups. This way, individuals with disabilities enjoy the game too, showcasing inclusivity and accessibility.

The weeks covered in this section are:

Week 1: Apply basic skills in performing individual and team sports (e.g., pickleball - **Service and reception in pickleball).**

Week 2: Apply basic skills in performing individual and team sports (e. g., pickleball - **Forehand and backhand strokes in pickleball).**

Week 3: Apply basic skills in performing individual and team sports (e. g., pickleball - **footwork and movement on the court in pickleball).**

Week 4: Apply the skills acquired from the previous lessons in a game situation.

SUMMARY OF PEDAGOGICAL EXEMPLARS

This section outlines pedagogical strategies for effectively teaching pickleball concepts. These include methods such as structured talk-for-learning, where learners engage in guided discussions with facilitators about pickleball rules, grip, stance, service, reception, ball control and court movement.

Additionally, game-based and collaborative learning approaches will be employed. Learners will work in pairs and groups to explore and reflect on key skills, particularly focusing on how to perform service and reception, forehand and backhand and footwork and movement techniques.

ASSESSMENT SUMMARY

Assessment task should be designed to target key elements of pickleball. Task should cover rules, grip, stance, service, reception, ball control and court movement while differentiating for varied learner skill levels. Structured talk-for-learning, collaborative strategies and game-based examples should be used within mixed-ability and mixed-gender groupings. Create clear rubrics to assess learners' oral explanations, skill demonstrations and overall performance in context.

Assessment Summary Table: 1

Week	Indicators	DoK Level	Assessment Strategy and Mode
1	Apply basic skills in performing individual and team sports (Service and reception in pickleball)	Level 3	Practical
2	Apply basic skills in performing individual and team sports (Forehand and backhand strokes in pickleball).	Level 3	Practical
3	Apply basic skills in performing individual and team sports (footwork and movement on the court in pickleball).	Level 4	Practical
4	Apply the skills acquired from the previous lessons in a pickle ball game situation.	Level 4	Practical

WEEK 1

Learning Indicator: *Apply basic skills in performing individual and team sports (e.g., pickleball–Service and reception in pickleball)*

FOCAL AREA: SERVICE AND RECEPTION IN PICKLEBALL

SERVICE AND RECEPTION IN PICKLEBALL



Figure 1.1: *Pickleball Equipment*

What is pickleball?

Pickleball is a paddle sport that combines elements of tennis, badminton and table tennis. It is played either indoors or outdoors on a court similar in size to a badminton court, with a slightly modified tennis net with simple rules. Players use solid paddles (usually made of wood or composite materials) to hit a lightweight plastic ball with holes similar to a wiffle ball. The game was invented in 1965 on Bainbridge Island, Washington, United States of America (USA) by Joel Pritchard, Bill Bell, and Barney McCallum. The game began to entertain their families using improvised equipment like a badminton court, ping-pong paddles and a perforated plastic ball. The name "pickleball" is said to have come either from the Pritchard's dog named Pickles, who would chase after the ball when it bounces out of court or from the term 'pickle boat,' referring to a crew of leftover rowers which symbolises the sport's mix of different games. From these humble beginnings, pickleball grew steadily in popularity across the United States and beyond, particularly among older adults, schools and community recreation programmes. It is now one of the fastest-growing sports worldwide, with formal organisations like USA Pickleball and International Federation of Pickleball overseeing its development.

a. **Basic rules of the game**

Rules are official guidelines that govern how the game is played. They ensure fairness, safety and consistency for all players. The following are the set of rules that governed the game.

i. **Serving Rules**

- The serve must be made underhand with the paddle contacting the ball below the waist.
- The server must serve diagonally across the court into the opponent's service box.
- The serve must clear the net and land beyond the non-volley zone (the kitchen).

- Only one serve attempt is allowed, except in the case of a let (when the ball hits the net but still lands in the correct service court).

ii. **Double Bounce Rule**

- After the serve, each side must let the ball bounce once before hitting it (i.e., the serve and the return must bounce).
- After these two bounces, the ball may be volleyed or played off the bounce.

iii. **Non-Volley Zone (The Kitchen)**

- Players cannot volley the ball (hit it in the air) while standing in the non-volley zone, which is a 7-foot area on both sides of the net. This rule adds a strategic element to the game by discouraging players from standing too close to the net and forcing more thoughtful shot selection.
- A player can enter the kitchen to play a ball that has bounced but must exit before volleying again.

iv. **Scoring**

- Only the serving team can score points.
- Games are played to 11 points, and a team must win with at least 2 points difference.
- In doubles, each player on the serving team serves before a side-out occurs, except at the start of the game when only one player serves.

v. **Faults:** A fault is any action that stops play because of a rule violation. Faults in a pickleball game include:

- Failing to hit the ball over the net.
- Hitting the ball out of bounds.
- Volleying from the non-volley zone.
- Violating the double bounce rule.
- A serve that lands in the kitchen (non-volley zone) or hits the net and fails to go over.

vi. **Player Positioning (Doubles Play)**

- Players switch sides only when they win a point on their serve.
- The player on the right-hand side always serves first after the side gains the serve.

b. **The ball**

Pickleball balls are lightweight, plastic balls specifically designed for the sport. They are similar in appearance to wiffle balls but are made to meet the unique needs of pickleball play, both indoors and outdoors. The ball has multiple holes (usually 26 to 40), which reduce wind resistance and affect flight and bounce. They come in different sizes and ranges, from about 2.87 to 2.97 inches in diameter and weigh between 0.78 to 0.935 ounces. The balls are made of bright colours like yellow, orange or green for high visibility.

i. **Types of balls**

- Indoor Balls

  Indoor pickleball balls are specially designed for play on smooth indoor surfaces, such as gymnasium floors. They are lighter, softer and have fewer and larger holes (usually 26) compared to outdoor balls, making them ideal for controlled play and better bounce

on smooth floors in enclosed environments. They are usually made in bright colours like yellow or orange for clear visibility under indoor lighting. Indoor balls allow for more precise play, making them popular in schools, clubs and recreation centres.

- Outdoor Balls

  Outdoor pickleball balls are designed to perform well in open-air conditions where wind, sun and rougher court surfaces affect play. They are durable rough surfaces, wind-resistant and built for faster and more aggressive gameplay. They have 40 smaller holes which help reduce wind interference and maintain a straight flight path and weigh slightly heavier and harder than indoor balls (approx. 0.9 ounces), with a diameter of about 2.9 inches. The movement of the ball is lower, and the bounce is firmer to suit hard outdoor courts like asphalt or concrete and resist cracking or deforming under pressure in varying weather conditions. They come in bright colours such as neon yellow, orange and other bright colours to ensure visibility in daylight.



Figure 1.3: *Pickleball balls*



Figure 1.4: *Wiffle balls*

c. **The paddle**

Pickleball paddles are solid, lightweight paddles used to hit the ball during play. Originally the paddles were made of wood. Now they are made from materials like graphite, fibreglass or carbon fibre with honeycomb cores made of polymer, aluminium or Nomex for control and feel. Offering a balance of power, control and comfort. Modern paddles weigh between 6 to 14 ounces, have a non-slip grip and come in various shapes and sizes to suit different playing styles and skill levels with a standard length of 15-16 inches and a width of 8 inches. The surface of a pickleball paddle can be smooth, textured or rough. Some paddles have a rough surface to impart spin on the ball, while others have a smoother surface for better control.

i. **Types of Paddles**

- **Recreational Paddles**: These paddles are designed for beginners and casual players. They are more affordable and made from materials like wood or basic composites, making them a good option for those new to the game or playing occasionally for fun. Though they lack advanced features like fine-tuned balance or spin technology, recreational paddles are durable, comfortable to help players develop basic skills and enjoy the sport.

- **Competitive Paddles:** Paddles from these categories are targeted at intermediate to advanced players and are built for high performance. These paddles are often made with lightweight yet durable materials such as graphite, carbon fibre or advanced composites. They include features that enhance spin, control, power and precision enabling players to execute complex shots more effectively. Competitive paddles also offer improved grip technology, balance and responsiveness, making them suitable for tournament and league play.
- **Specialty Paddles**: Specialty paddles are designed to cater for specific playing styles, physical needs or performance preferences. For example, some have an extra-large sweet spot to reduce mishits. Others may be elongated for extended reach for players using wheelchair or with reach limitations or feature custom core materials for a softer or harder feel. They also be designed for players with joint issues, offering extra shock absorption, wheelchair compatible paddles offering balance and reach in mind for selected players. These paddles allow players to adapt their equipment to match unique requirements or strategies.

d. **Benefits**

i. **Control and Precision:** Pickleball paddles are designed to provide players with precise control over the ball, allowing for accurate shots and strategic play.

ii. **Durability:** High-quality paddles are built to withstand the demands of regular play, offering durability and longevity.

iii. **Customisation:** Many paddles offer customisation options, such as grip size, weight, and surface texture, allowing players to tailor their paddle to their preferences to enhance the playing experience.



Figure 1.5: *Pickleball paddles*

e. **The court**

A pickleball court is a compact, rectangular playing area designed for both singles and doubles play. Measuring 20 feet in width and 44 feet in length, it shares the same dimensions as a standard badminton doubles court. At the centre of the court is a net that stands 36 inches high at the sidelines and dips slightly to 34 inches at the centre, allowing for a fair and consistent level of play.

One of the most distinctive features of the pickleball court is the non-volley zone, commonly known as 'the kitchen.' This is a 7-foot area extending from the net on both sides where players

are not allowed to volley the ball, that is, they must let it bounce before hitting it within this zone.

Each side of the court is further divided into two service areas, left and right by a centreline. Serves must be made diagonally into the opponent's service box, starting from behind the baseline, which runs along the back of the court. The sidelines define the court's lateral boundaries. These markings guide both movement and gameplay, ensuring clarity during serves and rallies.

The surface of the court is usually made of hard materials such as asphalt or concrete, often coated with a textured, slip-resistant paint for safety and improved ball bounce. The court's size and layout promote quick reflexes, smart positioning and strategic shot placement, making pickleball both accessible and exciting for players of all ages and skill levels.



Figure 1.6: *Pickleball court*



Figure 1.7: *Pickleball Championship in Ghana*

Types of Grips

a. **Grips**

Grips are how players hold their paddles. How the paddles are held affects control, spin and power of the ball. There are three primary grips, namely, the Eastern grip, the Continental grip, and the Western grip. Different grips give different shots more power and better accuracy.



Figure 1.8: *The three types of grips in pickleball*

i. **The Eastern Grip**

- The Eastern grip, also known as the handshake grip, is one of the most used and beginner-friendly grips in pickleball. It is known for its natural feel and flexibility, making it ideal for both forehand and backhand strokes.
- How to Hold the Eastern Grip
  - Imagine shaking hands with the paddle.
  - Hold the paddle as if greeting someone with a handshake.
  - Place the base knuckle of index finger on the third bevel (if the paddle handle were shaped like an octagon).
  - Wrap the other fingers comfortably around the grip.
- Characteristics
  - Neutral grip suitable for forehand and backhand shots.
  - Provides a good balance of power, control, and comfort.
  - Reduces the need to switch grips between different shots.
  - Helps players develop consistent and accurate strokes.
- Ideal For
  - Beginners and intermediate players learning basic techniques.
  - Players who want a versatile and easy-to-learn grip.
  - Those aiming for smooth transitions between different shot types.



Figure 1.9: *The Eastern Grip*

ii. **The Continental Grip**

The Continental grip is an all-around grip best suited for both beginners and players who play close to the net, like to use spin and slice and want the flexibility to react quickly on both sides of the body without changing hand position.

- How to Hold the Continental Grip
  - Imagine holding a hammer to hit a nail into a wood.
  - Place the base knuckle of the index finger on the second bevel of the paddle handle (if the handle were an octagon).
  - Wrap thumb comfortably around the opposite side and hand is positioned so the paddle face is almost vertical or perpendicular to the ground.
- Key Features
  - Allows quick switching between forehand and backhand without changing grip.
  - Keeps the paddle in a neutral position, making it ideal for fast exchanges.
  - Common among players with a tennis background.
- Best For
  - Volleys and blocks at the net.
  - Drop shots, dinks and slice shots.
  - Underhand serves with spin or control.
- Advantages
  - Good for quick transitions in fast-paced play.
  - Provides good control and touch at the net.
  - Easy to use for both forehand and backhand shots without switching grips.
- Limitations
  - Can feel awkward for beginners, especially for forehand groundstrokes.
  - May generate less power and topspin compared to the Eastern or Western grips.



Figure 1.10: *The Continental Grip*

iii. **The Western Grip:**

The Western grip in pickleball is a grip where the paddle face is tilted sharply downward, making it ideal for generating topspin, especially on forehand groundstrokes. This grip is less common than the Eastern or Continental grips and it is used mostly by advanced players who focus on topspin-heavy forehand shots from the baseline.

- How to Hold the Western Grip
  - Hold the paddle as if hitting a fly with the paddle face tilted downward.
  - Place the base knuckle of the index finger on the fifth or sixth bevel (assuming the paddle handle is shaped like an octagon).
  - The palm is more behind the paddle, and the wrist is rotated underneath the handle.
- Key Features
  - It maximises topspin potential, especially on forehand drives.
  - The paddle face naturally angles downward, promoting an upward brushing motion across the ball.
  - Commonly used by players transitioning from Western tennis grips.
- Best For
  - Aggressive baseline players who rely on forehand topspin shots.
  - Players who prefer a strong offensive style.
  - High-arching topspin lobs and deep drives.
- Advantages
  - Excellent for producing heavy topspin, which helps keep shots inbounds with aggressive pace.
  - Can create difficult bounce angles for opponents.
  - Encourages offensive forehand play.
- Limitations
  - Not ideal for backhands because it often requires grip change.
  - Harder to control in soft shots like dinks and drops.
  - Can be awkward at the net or during fast exchanges.
  - Less suitable for beginners due to limited adaptability.



Figure 1.11: *The Western Grip*

1. **The Serve or Service**

A service or the serve is the action that starts each rally. It is the first shot made to begin play, where one player strikes the ball underhand from behind the baseline and sends it diagonally into the opponent's service court. The basic pickleball serve is best used for beginners and those still getting comfortable with a racket sport. The serve can be learned in 3 simple steps. These steps are;

a. Preparing the stance and grip

b. Ball hold and release

c. Hitting the ball



Figure 1.12: *Basic stance for serving in pickleball*

i. **Preparing the stance and grip**

- Find a comfortable stance and a grip. The Eastern and Continental grips are ideal and easy for beginners to use to learn and control the ball.
- Stand sideways to the net with feet shoulder-width apart.
- Position the paddle back and low, ready to swing underhand in a smooth motion.

ii. **Ball Hold and Release**

- Hold the ball in the non-dominant hand at waist height or slightly lower to prepare for the toss.
- Drop or release the ball from the hand (not tossed), this is key if using a drop serve, which is now legal.
    - **Toss:** Gently toss the ball upward with the non-dominant hand. The toss should be straight up and not too high, ideally 6-12 inches.

iii. **Hitting the ball**

- **Swing execution:** As the ball reaches its peak, swing the paddle to contact the ball below the waist.
- **Contact and follow-through:** Contact the ball as it descends from the toss and follow through with the swing to ensure control.
- **Foot placement:** Ensure not to step on or over the baseline until the ball is struck.
- **Target the opponent's diagonal service court:** Direct the ball to the diagonal service court of the opponent.

- The serve must land in the diagonal service court opposite the server.
- It must clear the non-volley zone (kitchen) and land past the kitchen line.
- If the ball lands on any part of the non-volley zone line, it is a fault.



Figure.1.13: *Service execution*

2. **Receiving the served ball**

a. **Ready position:** The ready position in pickleball is a stance where the player holds the paddle in front of their body, usually at chest or waist height, with knees slightly bent and weight balanced on the balls of the feet. This position allows players to react quickly to incoming shots and transition smoothly between offensive and defensive plays.

i. Stand behind the baseline, near the centre of the service return area.

ii. Feet shoulder-width apart, knees slightly bent and weight on the balls of your feet.

iii. Hold the paddle up in front in a neutral position (around chest level), ready to move either left or right.



Figure 1.14: *Ready position for a return shot in Pickleball*

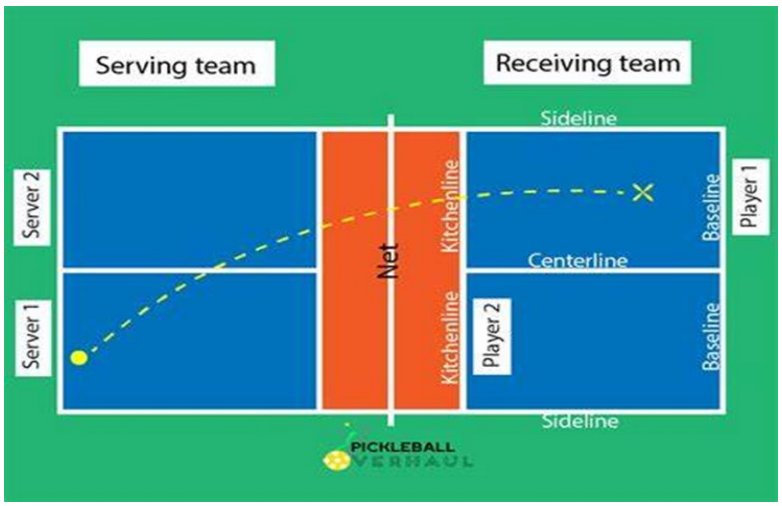


Figure 1.15: *Service Zone*

3. **Types of service in pickleball**

   a. Volley Serve: This is the traditional and most common service in pickleball.

      i. The ball is hit out of the air without bouncing, using an underhand motion.

      ii. The paddle makes contact below the waist, and the paddle head moves below the wrist at contact.

      iii. Often used by experienced players to control placement and apply spin.



Figure 1.16: *The Volley Serve in Pickleball*

   b. The Drop Serve

      i. The ball is dropped and allowed to bounce once before hitting it.

      ii. The ball must fall naturally. No tossing or spinning is allowed.

      iii. Easier to execute for beginners or those who prefer more time to set up.

      iv. Offers flexibility in positioning and helps improve consistency.

      v. Helps develop proper serving technique before progressing to the volley serve.



Figure 1.17: *The Drop Serve in Pickleball*

LEARNING TASKS

1. Demonstrate and analyse the proper pickleball service technique and perform 5 serves while explaining the key elements involve (grip, stance, swing path and contact point).
2. Demonstrate how to accurately serve to a specific court zone and explain the necessary adjustments in technique to target each zone effectively upon command. (The front, middle and back zones of the service court).
3. Demonstrate reception strategies in a game situation when different types of serves are used by the opponent and explain the tactical reasoning for each choice made. (Serve types; deep serve, short serve, power serve).
4. Demonstrate how to adapt service and reception techniques based on an opponent's positioning and previous responses to a service and explain the strategic adjustments during a 7-point game.

PEDAGOGICAL EXEMPLARS

a. **Starter**

Show a short video or pictures of people playing pickleball and let learners describe the various skills they see.

b. **Warm-up activity: 'Traffic lights, road and car parts game'**

How to play

i. Instruct leaners to spread out in a defined space or area demarcated for the lesson (e.g., half the court or field).

ii. Call out commands based on traffic light signals, road signs and car parts and let learners know what to do when a particular signal is mentioned.

Green light – Jog around the place

Yellow light – Walk slowly around the place

Red light – Freeze on the spot

Roundabout – Spin around on the spot

Speed bump – Jump forward and continue jogging

Flat tyre – Hop on one foot

Steering wheel – Sprint 50m away and jog back

Wipers – Swing the arms in different directions

Encourage learners to quickly react to the different commands.

c. **Introduction**

Share a brief history of pickleball with learners for just two minutes. Introduce the rules, grips, types of serve, etc to learners. Tell learners the skills to be learnt.

d. **Main activity: Serving and receiving**

Collaborative Learning and skill Demonstration

i. Begin the lesson by demonstrating the correct positioning on the court, proper stance, paddle grip, serving using the underarm technique and ball reception. Encourage learners to observe the demonstration closely and ask clarifying questions to deepen their understanding before engaging them in hands-on practice activities.

ii. Have learners practise the correct paddle grip and adopt appropriate stances. Introduce them to the drop serve as the foundation before the other serves and guide them through the key phases; how to naturally drop or toss the ball, withdraw the hitting arm, rotate the torso and direct the ball accurately using a smooth underarm and controlled motion. Emphasise the importance of accelerating through the ball at contact and remaining relaxed to enhance accuracy and spin. Encourage peer support by assigning more proficient learners to assist those who are new or less confident in the skill.

iii. *Individual practice:* After learners have practised the correct grip, stance and the basic serve technique, allow them time for independent skill refinement. Instruct them to drop and strike the ball using the proper serving form, aiming freely across the court to develop consistency and control. Move around the practice area to observe and support learners who may still be struggling with the technique, offering corrective feedback as needed. To enhance targeting skills, place cones or markers on designated areas of the court and challenge learners to serve the ball toward these targets. This will reinforce their ability to direct serves accurately into different zones of the opponent's court, improving both precision and game awareness.

iv. *Pair practice activity:* Organise learners into pairs to practise the skill. One learner takes the role of the server while the other acts as the receiver. After completing five serving attempts, they switch roles so that each has the opportunity to practise both serving and receiving. Move among the pairs to observe closely what they are doing and provide support and guidance where necessary. Offer constructive feedback and positive reinforcement to encourage skill development and learner confidence.

Group Based Learning

v. In four lines, two lines at each end of the net, learners take turns practising their pickleball service and reception. Move among them and offer technique cues and guidance as needed. Provide extra support and extended time for those who are less proficient. Acknowledge

and reinforce small improvements with positive feedback to build confidence and motivation.

vi. *Follow-through:* Emphasise the importance of a proper follow-through after learners strike the ball. Explain that an effective follow-through not only improves the quality of the serve but also makes it more challenging for opponents to return. Help learners understand that the follow-through is the final and essential phase of the striking action in all racket sports, including pickleball. Offer targeted support and guidance to learners who are still developing proficiency in this skill.

a. **Mini Game: Service and Reception (Serve and Return Challenge)**

i. **Objective:** To develop learners' accuracy in serving and control in receiving, with a focus on applying correct technique under mild pressure.

ii. **Setup**

- **Court**: Half pickleball court or any other racket game court or a demarcated space on the open field if courts are not available (can use full court if space allows).
- **Players:** 4 learners per court for a session, 2 on each side (server and receiver pairs).
- **Equipment:** 1 pickleball, paddles, cones or markers to designate target zones.

iii. **Rules**

- Divide learners into teams of 2 (server and receiver pairs).
- One team starts as the serving team and the other as the receiving team.
- The server serves diagonally using the correct form (drop or volley serve).
- The receiver must return the serve with control into a designated area (marked with cones).
- After each rally (serve and return attempt), rotate roles within the team; server becomes receiver and vice versa.
- After 4 rounds, teams switch sides (so both practise serving and receiving from both sides).

KEY ASSESSMENT- Individual Class Practical

Level 3: Practical Demonstration and Multiple-Choice Questions (MCQs).

a. In pairs, demonstrate the proper technique for serving and receiving in a game of pickleball.

Assessment Mode: Practical

Learners will be assessed on the following

1. **Serving in Pickleball**

Perform five legal serves using the correct technique

- Grip and stance (e.g., continental grip, side-on stance)
- Underhand serve motion (paddle contact below waist level)
- Ball placement (diagonal across the net and into the correct service box)

- Follow-through and recovery (ready for next shot)

2. **Receiving the Serve**

   Respond to five serves using appropriate reception technique:

   - Ready position and footwork
   - Forehand/backhand return (depending on serve)
   - Control and placement of return shot
   - Movement into rally position after return

3. **Application in a Mini game or Rally**

   Engage in a 5-point rally incorporating serve and return.

   Learners will be assessed on:

   - Consistency in serving and receiving
   - Effective shot placement and footwork
   - Adherence to basic game rules
   - Communication and sportsmanship

b. Multiple Choice Questions

Question 1: During a pickleball match, the opponent consistently hits deep returns to your backhand side. Which service strategy would be most effective to regain control of the point?

A. Deliver a low, fast serve targeted directly at the opponent's body to create confusion.

B. Execute a high, arcing serve to push the opponent back from the non-volley zone.

C. Implement a short serve that barely clears the net, forcing the opponent to move forward.

D. Use a slice serve that curve away from the opponent's strong backhand return position.

Question 2: A player is demonstrating proper form for a pickleball service return. Which sequence of movements would demonstrate the highest level of technical proficiency?

A. Bounce on toes during serve, shuffle sideways, use wristy motion, contact ball at shoulder level.

B. Crouch low during service, step forward aggressively, swing upward sharply, contact ball high.

C. Split step as server contacts ball, pivot sideways, use compact backswing, contact ball in front.

D. Stand tall at baseline, use full backswing, step into return, contact ball at maximum extension.

Question 3: When receiving a powerful serve in pickleball, what combination of techniques would best neutralise your opponent's advantage?

A. forward, use a continental grip and block the ball with a short backswing.

B. centrally, use a western grip, and generate heavy topspin on your return.

C. deep, use an eastern grip, and execute a full follow-through return stroke.

D. diagonally, use a semi-western grip, and slice the ball down the sideline.

Note

- *Grip and stance: Correct grip and stance are essential in playing pickleball.*
- *Serve and rally: Serve starts the rally in the game and it must be underhand and diagonal into the service box.*
- *Reception: Requires readiness and timing, hence, stay alert in a ready position to anticipate and return the serve effectively.*
- *Follow-through: A complete and smooth follow-through after hitting the ball adds accuracy and power to both serves and returns.*

PLC Session 1

45 minutes | **Planning & Reviewing the Learning Plan**

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
   a. explain the week's concepts in a practical way that will make it easier for learners to understand
   b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
   a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
   b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
   c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).

Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app
   a. The key assessment for the week is ***individual class practical***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the assessment (NTS 3k-3q).

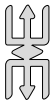
10 minutes | **Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
   a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)

b. all teachers in the group work through a similar problem individually for 3–4 minutes

c. the group then works through the problem together step by step

d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes	Enactment

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).

   a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.

   b. After the enactment, ask for structured feedback from the group

      i. was the concept explained in a way that a learner with no prior knowledge could follow?

      ii. were the examples grounded in contexts familiar to Ghanaian learners?

      iii. did any misconceptions surface and if so, how were they addressed?

5 minutes	Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).

8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).

9. Remember to

   a. transfer your chats into your learning planner template.

   b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).

   c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 2

Learning Indicator: *Apply basic skills in performing individual and team sports (e. g., pickleball – Forehand and backhand strokes in pickleball)*

FOCAL AREA: FOREHAND AND BACKHAND STROKES IN PICKLEBALL

FOREHAND AND BACKHAND STROKES IN PICKLEBALL

Background

Forehand and backhand strokes are the two primary ways players strike the ball with the paddle during pickleball game. They are fundamental to rallies, returns, volleys, dinks, serves and when transitioning between offensive and defensive play. Mastering these strokes improves consistency, control and power in a game. When teaching these strokes to beginners, emphasise should be placed on the following:

i. **Proper grip** (commonly the continental or eastern grip)

ii. **Body positioning** (feet shoulder-width apart, knees slightly bent)

iii. **Swing mechanics** (smooth follow-through, using the whole body and not just the arm)

iv. **Footwork** (quick and balanced steps to get into position)

1. **Forehand Stroke**

The forehand stroke is made by swinging the paddle across the body with the palm facing forward in the direction the ball is to go. The forehand stroke is the most natural stroke and often the first one to be taught and learned when introducing beginners to the game. It is performed on the dominant hand side of the body, with the palm of the paddle hand facing the ball during contact or the direction of the stroke. Its familiarity as a natural arm movement helps learners build early confidence in the stroke procedure on their dominant side. To execute the forehand stroke effectively, the player draws the paddle back, rotates the shoulders, and swings the arm forward, striking the ball at or slightly above waist level for optimal control and power. The stroke is used for returning balls coming to the dominant hand side.

a. Key Elements in Performing the Forehand Stroke

i. **Grip:** Hold the pickleball paddle with both hands using the Continental grip.

ii. **Stance:** Stand with feet shoulder-width apart and slightly bent. (Right-handed learners' left foot should be slightly in front while left-handed, learners' right foot should be in front).

iii. **Swing:** Pulling the paddle back and keep the non-dominant elbow pointed at the net. Keep eyes on the ball the whole time the arm is in motion.

iv. **Contact point:** The ideal contact point for a forehand shot is in front of the body and slightly to the side. Aim to contact the centre of the paddle strings.

v. **Follow through:** After hitting the ball, keep swinging towards where the ball is intended to go. The hitting hand should finish up around shoulder height, and the other hand should be out in front, pointing towards target.

vi. **Recovery**: Quickly get back to ready position, prepared to respond to the opponent's return action.



Figure 2.1: *Forehand stroke in pickleball*

2. **Types of Forehand Strokes**

In pickleball, the forehand stroke is executed in various ways depending on the player's intent, game situation and position on the court. These are the main types of forehand strokes.

a. **Forehand Drive:** This is a standard and a powerful forehand stroke use to hit the ball flat over the net with speed and minimal arc deep into the opponent's court to put pressure on them mostly from the baseline or during a rally.

b. **Forehand Topspin:** This is a stroke where the ball is brushed upward, creating a forward spin that makes the ball dip into the court faster and bounces higher and faster, making it difficult for opponents to return.

c. **Forehand Dink:** Dinks are soft and controlled shots hit from near the non-volley zone line (the kitchen) landing just over the net. Gentle and upward motion with minimal wrist action is used in executing dinks. The focus and aim of dinks are to keep the ball low and neutralises the power of the opponents shot and to draw them forward and create openings to land the ball softly in their kitchen area. Controlling the ball and placing it is preferred here rather than power.

d. **Forehand Volley**: This is a fast, short swing that helps block or quickly return a ball while the ball is still in the air before it touches the ground and bounces. It is used to applies pressure on opponents and controls the pace of the game.

i. **Technique**

- Keep the paddle up and in front of your body.
- Use a short, controlled motion to direct the ball.
- Minimise backswing to maintain quick reaction times.

e. **Forehand Slice:** A shot used to impart backspin on the ball by moving the paddle from high-to-low to slow down the game or disrupt the opponent's rhythm and force awkward returns of shots.

i. **Technique**

- Use a high-to-low swing path.
- Contact the ball with a slightly open paddle face.
- Focus on brushing under the ball to generate backspin.

f. **Forehand Lob:** A high-arching shot hit deep into the opponent's court to push opponents back, if they are crowding the net to regain control of the rally.

i. **Technique**

- Use an open paddle face and a gentle, upwards swing.
- Aim for depth and height to move opponents away from the net.

g. **Forehand Groundstroke:** A standard stroke hit after the ball bounces, usually from the baseline or mid-court. It is used to initiate rallies, return deep shots or set up offensive opportunities.

i. Technique

- Use a continental or eastern grip.
- Swing the paddle forward, contacting the ball in front of the body.
- Follow through in the direction of the shot.

3. **Backhand Strokes in Pickleball**

The backhand stroke in pickleball is a type of shot where the paddle crosses the body and the back of the hand faces the direction of the shot. Unlike the forehand stroke which is hit on the dominant side of the body, the backhand stroke is played on the non-dominant side using the backside of the paddle. This stroke is often more challenging for beginners because it requires a different grip angle, coordination and timing. However, it is important for effective play when returning shots that come to the weaker side or when under pressure during rallies.

a. **How to Perform a Backhand Stroke**

i. **Stance:** Turn shoulders to face the sideline; knees slightly flexed, feet shoulder-width apart and paddle held in front of the body.

ii. **Grip:** Use either Continental grip or Eastern grip which allows for easy transition between forehand and backhand easy. Ensure the paddle face is angled appropriately to contact the ball squarely on the backhand side.

iii. **Shoulder and body rotation**: As the ball approaches the non-dominant side, rotate the shoulders and torso slightly so that the paddle arm moves across the body. Keep the non-paddle hand for balance.

iv. **Paddle preparation:** Take the paddle back slightly across the body, keeping the elbow close to the torso and then swing the arm forward with eyes on the ball.

v. **Contact Point:** Step forward with the foot opposite the paddle hand (usually the non-dominant foot) and hit the ball in front of the body, around waist height, using a smooth and controlled motion.

vi. **Follow-through**: Swing the paddle forward with a straight or slightly upward motion in the direction of the shot, finishing near the opposite shoulder while maintaining balance.

vii. **Recovery**: Return to the ready position immediately to prepare for the next shot.

b. **Tips for Beginners**

i. Practise the motion slowly at first to build muscle memory.

ii. Keep the wrist firm during contact to maintain paddle stability.

iii. Focus on timing and control rather than power, especially for soft shots.

c. **Uses of the Backhand Stroke**

i. Returning balls approaching the non-dominant side.

ii. Executing controlled dinks and drives.

iii. Transitioning quickly at the net or baseline.

iv. Playing defensive shots under pressure.



Figure 2.2: *Backhand stroke in pickleball*

4. **Types of Backhand Strokes in Pickleball**

Each type of backhand stroke in pickleball serves a specific purpose depending on the game situation, shot intention and court position. Mastering the different types of the backhand strokes improves defence, control and offensive capability during a game.

a. **Backhand groundstroke:** The backhand groundstroke is a fundamental shot executed after the ball has bounced once, using the non-dominant side of the body. It is used to return deep shots from the baseline when low balls are sent to the non-dominant side.

b. **Backhand volley:** This is a quick reaction shot played in the air before the ball bounces, usually during net play to redirect fast-paced shots and maintain control at the net when a player is positioned near the non-volley zone.

c. **Backhand dink:** A backhand dink is a soft, low shot played close to the net with a gentle touch into the opponent's non-volley zone to engage in a strategic exchange and wait for a mistake or an attackable ball.

d. **Backhand drive:** The backhand drive is a forceful and direct shot executed with a flat paddle or slight topspin, aimed deep into the opponent's court to apply pressure, create openings or finish points.

e. **Backhand slice:** This is a backhand stroke with a high-to-low paddle motion, producing backspin to make the ball slide or stay low after bouncing, making it difficult for opponents to attack. It is used to change the pace of the rally or as a defensive shot or during drop shots.

5. **Key elements that contribute to effective forehand and backhand strokes in pickleball**

a. **Proper grip:**

i. **For forehand:** Use Eastern grip as it allows a natural swing with the palm facing forward.

ii. **For backhand:** Use the Continental grip as if offers flexibility and control or a modified Eastern grip depending on comfort.

iii. **Importance**: Ensures better paddle control, accurate direction and reduces wrist strain.

b. **Correct stance and footwork**

i. **Stance:** Stand with knees slightly bent and feet shoulder-width apart.

ii. **For forehand:** Step into the shot or take a step forward with the non-dominant foot forward.

iii. **For backhand:** Step across with the dominant foot forward (for one-handed backhands).

iv. **Importance:** Proper positioning increases balance, power, and stroke efficiency.

c. **Body rotation and weight transfer**

i. Rotate the shoulders and hips during the backswing.

ii. Shift weight from the back foot to the front foot during the swing.

iii. **Importance**: It adds power to the stroke while maintaining balance.

d. **Paddle preparation and swing path**

i. **For forehand:** Move the paddle back on the dominant side and swings forward in a smooth arc.

ii. **For backhand**: Move the paddle across the body to the non-dominant side before swinging forward.

iii. Keep the paddle face vertical to the target.

iv. **Importance:** Ensures consistent contact and directional control.

e. **Contact Point**

i. Hit the ball in front of the body, around waist height.

ii. Avoid hitting the ball behind the body.

iii. **Importance**: This offers an ideal timing at the correct contact point which improves shot accuracy and pace.

f. **Follow-through**

i. Continue the motion after contact in the direction of the shot.

ii. **For forehand:** Arm should extend across the body.

iii. **For backhand:** Arm should finish across the chest or above the opposite shoulder.

iv. **Importance:** Improves control, reduces injury risk and adds spin and depth.

g. **Paddle control and angle**
   i. Maintain a firm yet relaxed grip.
   ii. Adjust the angle of the paddle to direct the ball and apply topspin or slice when necessary.
   iii. **Importance:** Helps with accuracy and adapts the stroke for different game situations.

h. **Focus and visual tracking**
   i. Keep eyes on the ball from the toss or bounce to the point of contact.
   ii. Anticipate ball speed and direction.
   iii. **Importance:** Enhances reaction time and improves timing of the stroke.

i. **Consistency through practice**
   i. Repeat drills that focus on rhythm and control.
   ii. Build muscle memory for each stroke.
   iii. **Importance:** It helps with consistency that builds confidence and effectiveness in game situations.



Figure 2.3: *Bouncing the ball on the forehand side of the paddle in pickleball*

6. **Common errors by beginners learning pickleball**

a. **Improper grip:** Beginners often hold the paddle too firmly or wrongly.

   Impact: Reduces control, causes wrist strain and affects accuracy.

b. **Poor footwork and stance:** Standing flat-footed, not moving to or meeting the ball or using an overly wide or narrow stance.

   Impact: Limits mobility, balance, and ability to reach or return shots effectively.

c. **Incorrect paddle positioning:** Holding the paddle too low or not ready between shots.

   Impact: Delayed reactions and poor shot execution, particularly at the net.

d. **Hitting the ball too hard:** Overhitting due to excitement or misjudged power.

   Impact: Causes unforced errors and missed shots, especially on serves and volleys.

e. **Inconsistent serves:** Serving from the wrong position, hitting above the waist or failing to keep the paddle below the wrist (illegal serve).

Impact: Faults and loss of points or service opportunities.

f. **Violating the double bounce rule:** Forgetting that the serve and the return must each bounce once before volleys are allowed.

Impact: Early volleying leads to faults and confusion during play.

g. **Poor court awareness**: Standing too close to the net or the baseline or wandering into non-volley zone (kitchen) during volleys.

Impact: Vulnerability to lobs or foot fault violations.

h. **Not using the non-dominant hand:** Failing to use the non-dominant hand for balance and positioning.

Impact: Hinders full-body rotation and reduces control.

i. **Inconsistent follow-through**: Stopping the swing abruptly after hitting the ball.

Impact: Decreases power and accuracy and affects shot path.

j. **Lack of communication in doubles**: Beginners often fail to call shots or cover for their partner in doubles.

Impact: Leads to missed balls and poor team coordination.

k. **Not practising shot variety:** Relying only on forehand or basic shots.

Impact: Makes the player predictable and easier to defend against.

LEARNING TASKS

1. Demonstrate the proper stance, grip, and execution of forehand and backhand strokes in Pickleball.
2. Explain three key elements that contribute to an effective forehand and backhand stroke.
3. Practice forehand and backhand strokes by returning 10 consecutive serves with a partner and correct two common errors in a partner's backhand technique.
4. Track in a 10-minute gameplay session when to use forehand and backhand strokes.

PEDAGOGICAL EXEMPLARS

a. **Starter or Warm-up activity**

Activity 1: Fast feet and reaction game

How to play

i. Have learners queue or line up in front of cones or lines and instruct them to perform 'fast feet' (jogging in place quickly). Tell learners if they hear a direction mentioned, they should respond by moving or stepping in that direction.

ii. Calls out or sign Left, Right, Back or Forward and learners respond by moving or stepping in that direction quickly.

iii. Occasionally call or sign 'Drop' and learners perform a quick squat or touch the floor and continue jogging.

iv. Mix the speed and intensity levels of the jogging intermittently. This will activate their footwork and readiness in a fun and competitive way and will also encourages fast reaction and spatial awareness.

Activity 2: Cone grab relay

How to play

i. Spread different coloured cones or bean bags across the court or field.

ii. In small teams, ask learners to race one at a time to grab a cone and return.

iii. Ask learners to grab the cone or bean bag with the non-dominant hand or only move or jog backwards to their starting point.

iv. This is to engage learners' core and upper body in a dynamic warm-up with light competition that will builds agility and prepares them for lateral and forward court movement.

a. **Main activity**

Collaborative Learning, Talk for Learning and Skill Demonstration - Shadow swing practice of the forehand and backhand stroke

i. Encourage learners with less skills by creating a supportive environment that builds confidence during drill practice. Emphasise that every learner should feel comfortable beginning at their current level of ability without feeling discouraged by the advanced performance of others.

ii. Have learners stand in pairs or in front of a wall. Demonstrate the forehand and backhand swing, using clear and deliberate movements for learners to closely observe. Ask learners to mimic the swing motion without paddles. This initial practice will learners develop muscle memory and correct technique without the pressure of hitting a ball.

iii. Direct learners to practise the forehand motion slowly, ensuring they engage the correct stance and swing mechanics. After this, introduce the backhand stroke, encouraging similar attention on the opposite side of the body. Learners should perform each stroke 10 to 15 times, focusing smooth and controlled movement over speed or power. This repetition helps internalise technique and prepares learners for ball contact.

iv. As learners practise, move around the space and provide checkpoint prompts such as Paddle back, Step forward, Swing and Follow-through. These cues reinforce the key stages of an effective stroke. Encourage learners to observe and provide constructive feedback to their peers, promoting self-correction and peer learning. This approach supports collaborative development and reinforces technique through verbal and visual reinforcement.

Collaborative Learning and Pair Practise - Drop and hit partner drill

i. Pair learners, with each pair positioned on opposite sides of the court or a designated practice area. One learner assumes the role of the server while the other stands in a ready position as the receiver. On your command, the servers drop the ball in front of themselves, allows it to bounce once and then strikes it gently using a forehand stroke towards their partners. The receiving partner catches the ball and repeats the drop-and-hit action, continuing the cycle.

ii. After completing 5 to 10 repetitions instruct learners to switch roles. Once both partners have practised the forehand stroke, guide them to begin practising the backhand stroke using the same drop-and-hit method. Emphasise correct grip, stance and paddle contact for

each stroke. Allow sufficient time for learners to become familiar with both the forehand and backhand techniques through this controlled and repetitive exchange.

iii. As learners demonstrate improved control and consistency, progress the activity to include light rallies. In this stage, the ball is allowed to bounce before each hit and learners engage in gentle back-and-forth exchanges using both strokes. Pair learners according to similar ability levels to ensure balanced practice and promote success for all. Emphasise the importance of proper foot positioning, staying low in the ready stance and maintaining eye focus on the ball to improve paddle contact and accuracy.

Collaborative Learning and Group Based Learning - Target zone challenge

i. Set up the court with clearly marked target zones using hoops, cones or flat markers placed in different court areas. These zones should represent common shot placements such as down-the-line and cross-court. Organise learners into small mixed-ability groups. Within each group, one learner acts as the feeder who gently toss or serve the ball underhand. The receiving learner uses a forehand or backhand stroke to hit the ball into the designated target zone. Alternate target positions and stroke types to ensure learners practise both down-the-line and cross-court directional shots. Rotate roles so all learners practise feeding and hitting.

ii. Assign point values to each target zone to create a game-like challenge, where learners track individual or team scores. Encourage the use of peer assessment where group members give feedback such as, 'the shot hit the target zone or missed the target zone' or 'the receiver did not use the correct stroke or used the appropriate stroke'. Clearly demonstrate both forehand and backhand strokes, with a focus on body positioning, paddle angle, and swing direction.

iii. Explain and model how to aim for and adjust to different target zones. Move among groups to provide guidance, correct technique and offer differentiated support. Offer positive reinforcement to boost learner confidence, especially among those still developing accuracy. Encourage collaborative spirit and respectful peer feedback. Adjust the level of challenge by modifying toss distance or target size based on learners' abilities. This task improves technical skill and game strategy. It also fosters teamwork, communication and self-assessment.

KEY ASSESSMENT- Practical

Level 3: In pairs, demonstrate your ability to perform and apply forehand and backhand strokes in a mini game of pickleball.

Assessment Mode: Practical

Assessment Components

1. **Forehand Stroke**

   Perform five forehand strokes focusing on

   - Grip and paddle position
   - Correct body stance and swing
   - Contact point and control of the ball
   - Footwork and recovery after stroke

2. **Backhand Stroke**

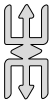
   Perform five backhand strokes focusing on

   - Proper grip and one-handed technique (and two-handed if used)
   - Turn of shoulders and paddle angle
   - Contact and direction control
   - Return to ready position

3. **Application in Rally or Mini Game**

   Engage in a short rally (8–10 exchanges) demonstrating:

   - Effective use of both forehand and backhand strokes
   - Consistent return of shots into play area
   - Footwork and positioning
   - Adherence to rules and good sportsmanship



Note

- *Forehand and backhand strokes are the two primary ways players strike the ball with the paddle during pickleball game.*
- *The forehand stroke is made by swinging the paddle across the body with the palm facing forward in the direction the ball is to go.*
- *The backhand stroke in pickleball is a type of shot where the paddle crosses the body and the back of the hand faces the direction of the shot.*

PLC Session 2

45 minutes	Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
   a. explain the week's concepts in a practical way that will make it easier for learners to understand
   b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
   a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
   b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
   c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).

Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app
   a. The key assessment for the week is ***practical***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the practical (NTS 3k-3q).

10 minutes **Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
   a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
   b. all teachers in the group work through a similar problem individually for 3–4 minutes
   c. the group then works through the problem together step by step
   d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).

Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes **Enactment**

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).
   a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
   b. After the enactment, ask for structured feedback from the group
      i. was the concept explained in a way that a learner with no prior knowledge could follow?
      ii. were the examples grounded in contexts familiar to Ghanaian learners?
      iii. did any misconceptions surface and if so, how were they addressed?

5 minutes **Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).

8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
    a. transfer your chats into your learning planner template.
    b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
    c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 3

Learning Indicator: *Apply basic skills in performing individual and team sports (e. g., pickleball – footwork and movement on the court in pickleball)*

FOCAL AREA: FOOTWORK AND MOVEMENT ON THE COURT IN PICKLEBALL

FOOTWORK AND MOVEMENT ON THE COURT IN PICKLEBALL

Background

Footwork and movement on the court in pickleball refer to how players position and move their feet to stay balanced, reach the ball efficiently and maintain control during play. Good footwork is important for executing strokes correctly, responding to opponents' shots and reducing the risk of injury.

1. **Types of footwork and movement**
    a. **The split step:** The split step in pickleball is a fundamental footwork technique used to prepare the body for quick, reactive movements in any direction. It is a small, controlled hop or bounce that players make just as their opponent is about to hit the ball. The goal of the split step is to put the player in a balanced and ready stance that allows for faster and more efficient movement.
        i. **Key characteristics of the split step**
            - **Timing**: It is performed just as the opponent makes contact with the ball.
            - **Motion:** It is a slight hop where both feet leave the ground briefly and land shoulder-width apart with knees slightly bent.
            - **Posture:** A low stance with weight evenly distributed and ready to push off in any direction.
            - **Purpose:** It helps with better reaction time and agility that allows players to respond quickly to volleys, groundstrokes or smashes.
        ii. **Why it matters in pickleball:**
            - Improves balance and readiness.
            - Prepares the player to move quickly in any direction.
            - Reduces the risk of being caught flat-footed.
            - Useful both at the baseline and the non-volley zone (kitchen).
        iii. **When to Use the Split Step:**
            - Before returning serves.
            - When anticipating volleys at the net.
            - During rallies when expecting a fast return.



Figure 3.1: *The split step in pickleball*

b. **Side Shuffle (Lateral Footwork):** Side shuffling involves moving sideways without crossing the feet and keeping the body square to the net. It is commonly used at the net and when defending dinks or wide returns. This helps in staying in control while maintaining coverage with a doubles partner.

i. **Purpose**

- Maintains balance and readiness during volleys
- Ideal for covering the width of the court
- Keeps the paddle in front for quick reactions



Figure 3.2: *Side Shuffling in pickleball*

c. **Forward movement (Approach steps):** Forward movement involves short, controlled steps toward the net or the ball. Used after serving to approach the net or to cut off an opponent's short ball. Important for taking control of the rally by reaching the kitchen line quickly.

ii. **Purpose**

- Helps transition from the baseline to the non-volley zone

- Supports offensive positioning
- Encourages early ball contact for control

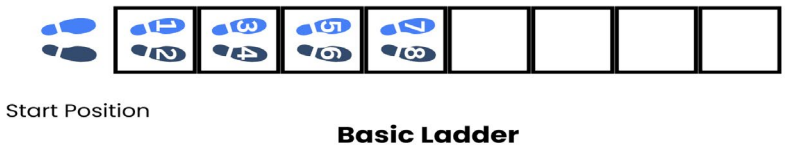


Figure 3.3: *Forward movement (Approach steps) in pickleball*

d. **Backward Movement (Retreat Footwork):** Stepping or shuffling backward is a movement use to drop a step to safely create space while facing the net. Used when responding to deep shots or lobs.

iii. **Purpose**

- Maintains court awareness
- Helps retrieve deep lobs or hard drives
- Prevents being caught too close to the net

e. **Pivoting:** Rotating on the balls of one or both feet to adjust body orientation without large steps. Used during forehand and backhand transitions when the ball comes to the non-dominant side.

iv. **Purpose**

- Assists in changing direction efficiently
- Helps align the body correctly for different strokes
- Minimises unnecessary movement

f. **Crossover Step:** This involves crossing one leg over the other, normally used for faster lateral or backward movement when shuffling is not fast enough. This is used in emergency situations like reaching for a wide ball or recovering from one side of the court to the other.

v. **Purpose**

- Covers more ground quickly
- Supports recovery to the middle of the court
- Useful for repositioning

g. **Adjustment steps (Micro footwork):** This is a small quick step taken to adjust positioning just before hitting the ball. This type of movement is commonly used before groundstrokes or dinks which help players hit the ball at the ideal height and location**.**

vi. **Purpose**

- Fine-tunes body alignment
- Improves balance during shot execution
- Prevents awkward reaches

h. **Diagonal Footwork:** Moving diagonally forward or backward, combining lateral and forward or back steps. Useful in covering dinks, cross-court rallies, and returning sharply angled shots.

vii. **Purpose**

- Helps approach or retreat from angled shots
- Enables coverage of cross-court hits
- Maintains balance and efficient movement

2. **Common Footwork and court movement mistakes beginners make and how to correct them.**

a. **Standing flat-footed**

Mistake: Beginners often stand with locked knees and heels planted on the ground.

Why it matters: This position limits quick reactions and reduces mobility.

Correction*:* Encourage a ready position with knees slightly bent and weight on the balls of the feet.

b. **Backpedalling instead of pivoting or drop-stepping**

Mistake: Learners try to move backward by walking or running straight back.

Why it matters: Backpedalling is unsafe and unbalanced, increasing the risk of falls.

Correction: Teach drop-step or pivot techniques to retreat safely and quickly.

c. **Crossing feet during lateral movement**

Mistake: Learners cross one foot over the other when moving sideways.

Why it matters: It causes instability and slows down court coverage.

Correction: Emphasise the shuffle step for side-to-side movement to maintain balance.

d. **Poor recovery after a shot**

Mistake: Beginners often stay where they hit the ball and don't return to a neutral or strategic position.

Why it matters: It leaves them vulnerable to the next shot.

Correction: Reinforce the habit of returning to ready position after each stroke.

e. **Overcommitting in one direction**

Mistake: Learners may move too far toward one side of the court and cannot recover for the next shot.

Why it matters: It reduces court coverage and increases errors.

Correction: Teach learners to anticipate and recover, using small, controlled steps.

f. **Slow or hesitant first step**

Mistake: Learners delay movement after the ball is hit toward them.

Why it matters: The delay causes missed shots or poor positioning.

Correction: Train a quick reaction using the split step as the opponent hits the ball.

g. **Holding paddle too low or too high while moving**

Mistake: Learners may drop or raise their paddle awkwardly while moving around the court.

Why it matters: This delays response time for returning the ball.

Correction: Teach them to keep the paddle at chest height in a ready position.

h. **Running through the ball instead of setting up**

Mistake: Learners rush to the ball and hit while still moving fast.

Why it matters: It compromises balance and stroke control.

Correction: Emphasise positioning, stopping, and then hitting the ball with control.

i. **Forgetting to use diagonal or angled movement**

Mistake: Learners try to reach balls by moving only straight forward or sideways.

Why it matters: It limits effective court coverage.

Correction: Include drills that encourage diagonal footwork and angled positioning.

j. **Misjudging court zones (especially the non-volley zone)**

Mistake: Learners' step into the kitchen during volleys or linger too far from the net.

Why it matters: Violating kitchen rules or poor positioning disrupts play.

Correction: Reinforce court awareness and legal movement patterns near the net.

Correcting these common mistakes early helps beginners build strong, efficient habits that improve their game performance and safety on the court.

LEARNING TASKS

1. Demonstrate the proper ready position and side-to-side movement patterns used in pickleball.
2. Explain how these positions help respond to different shots.
3. Perform the split-step timing technique when receiving serves and provide feedback to a partner on their execution and timing.
4. Identify when to use different movement patterns (lateral, forward or backward) based on an opponent's position and shot selection and explain the decision-making process.

PEDAGOGICAL EXEMPLARS

a. **Starter**

Briefly recap the previous lesson. Engage learners to describe how to perform each skill.

b. **Warm-up activity - Relay treasure huntEquipment needed**

- Cones or markers (for boundaries and lanes)
- Small objects (e.g., beanbags, lightweight plastic balls, or clean plastic bottles bottle as treasures)
- Baskets or buckets (to collect treasures)
- A whistle or signal for starting and stopping

Set-up

- Mark two lines: a starting line and a treasure zone about 10–15 metres apart and scatter the treasures randomly within the treasure zone. Divide learners into equal teams and have them line up at the starting line. Place one empty basket per team near the starting line.

Set-up instructions

- Use cones or markers to designate two main areas: a starting line and a treasure zone positioned 10–15 metres apart.
- Scatter the small objects randomly within the treasure zone.
- Divide the class into equal-sized teams, ensuring balance in ability and gender where possible.
- Have each team line up behind the starting line.
- Place a collection basket or bucket for each team just behind their starting line.

How to play

- Clearly explain and demonstrate the rules before starting the activity. On the teacher's signal (e.g., whistle or verbal cue), the first learners from each team sprint to the treasure zone. The learners pick one treasure item and run back to place it into their team's basket. Once the item is dropped, they tag the next teammate in line to continue the relay.
- This process continues until all treasures have been collected from the zone. The team with the highest number of treasures in their basket at the end of the activity is declared the winner.
- Ensure learners understand the importance of teamwork, honesty and encouragement. Monitor for safety and ensure learners maintain appropriate spacing and do not collide. Observe learners' participation levels and provide verbal reinforcement and adjust the game pace or rules as needed to ensure all learners are engaged and challenged appropriately.

Collaborative Learning and skill Demonstration - Side-to-Side Shuffle or Lateral Shuffle

Use 4 to 6 cones and place the cones in a straight horizontal line, spaced 1.5 to 2 metres (about 5 - 6 feet) apart. Ensure the cones are on a flat surface (court or open space). The total distance should cover 6–10 metres across the court or field, depending on space and learners' ability. Group learners into small teams and have them line up behind the first holding their paddles. Demonstrate the shuffling technique to learners. At a signal or a cue, learners shuffle from one cone to the other and lightly touch or point at the cone as they reach it to ensure full range of movement. Ensure learners stay low while shuffling from cone to cone. Instruct them to shuffle back in the opposite direction when they get to the last cone. Repeat the activity 3 - 4 times with short breaks depending on learners' fitness level. Ask learners to stay on the balls of the feet and avoid crossing feet while shuffling. Move around, observe and correct posture and foot placement. Provide feedback to reinforce quick but controlled movement.

Group Based Learning and Collaborative Learning - Front-and-back movement

Arrange cones in a straight line from the baseline toward the net using court lines to indicate the starting (baseline), middle (midcourt) and destination (non-volley zone). Demonstrate or model the correct forward and backward transitions to learners. Learners start at the baseline in ready position and sprint forward to the kitchen line, backpedal safely to the baseline, maintaining control. Ask learners to avoid turning the back to the net while backpedalling, stay balanced and avoid overstriding and keep eyes up and paddle in front. Use verbal commands like 'to the net, retreat and freeze to guide advanced learners. Provide positive reinforcement and cues to help improve rhythm. Emphasise safety while backpedalling. Allow learners still struggling with the movement to walk or jog. Provide individual corrections and praise for good execution. Support less confident learners with simplified versions or peer assistance.

Encourage and praise effort, not just performance.

Footwork obstacle course

Create a course using cones or markers in zigzag, square or ladder patterns across the court and walk through the first round with learners. Learners move through the course performing these different movement types; forward sprints, side shuffles, diagonal cuts and pivot turn. Encourage them to hold their paddle during the practise. Assist learners to maintain ready stance throughout and control footwork over speed to reduce tripping risk and pivot properly to change direction. Shorten or simplify the course for learners with different ability levels. Supervise movements for safety and technique correction. Increase pace and sequence for more advanced learners. Emphasise realistic foot movement.

Partner mirror movement

Describe how to mirror and guide two learners to demonstrate mirroring with each other. Learners pair up and face each other on court. One learner act as the leader and the other mirrors the leader's movements. The leader performs lateral, forward and backward movements and the mirror does the same while maintaining distance and proper stance. Tell learners to keep eyes on their partner's torso, use short and controlled steps and communicate quietly with their partners if spacing is lost or too wide. On command learners switch roles. Add time limits or increase complexity with paddle swings. Monitor spacing, intensity and engagement and offer tips to maintain body control and balance. Emphasise controlled, game-like movement.

KEY ASSESSMENT – Group Project

Level 4: In a modified doubles game of pickleball, demonstrate your ability to use proper footwork and court movement to position yourself effectively for strokes and recover quickly during play.

Assessment Mode: Practical

You will be assessed based on your ability to:

1. **Footwork Technique**
   - Use of the split-step and ready position
   - Quick lateral movement (side-to-side)
   - Forward and backward shuffling to approach and recover
   - Avoiding crossing feet during movement
2. **Court Positioning and Recovery**
   - Staying in the correct court zones based on the rally
   - Approaching the non-volley zone (kitchen) appropriately
   - Recovering to ready position after shots
   - Maintaining balance while changing direction
3. **Tactical Application in Game**
   - Anticipating opponent's shots and moving accordingly
   - Positioning as a team during doubles play
   - Coordinating movement with partner (e.g., when switching sides)
   - Sustaining movement throughout extended rallies

Note

- *Footwork and movement in pickleball denote how players position and move their feet on court to stay balanced, reach the ball and maintain control during play.*
- *Some examples of foot movements are split step, side shuffle, approach step, pivoting and crossover step.*

HINT

Assign Group Project to learners and give them reasonable time to complete it. Use the SS App to generate the project as well as the rubric. Learners' projects should be marked immediately and scores entered into the SAP.

PLC Session 3

45 minutes | **Planning & Reviewing the Learning Plan**

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
   a. explain the week's concepts in a practical way that will make it easier for learners to understand.
   b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
   a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
   b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
   c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).

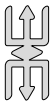
Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP).
   a. The key assessment for the week is ***group project***. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the project (NTS 3k-3q).

10 minutes **Content Exploration**

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
   a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
   b. all teachers in the group work through the problem individually for 3–4 minutes
   c. the group then works through it together the problem, step by step
   d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes **Enactment**

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).
   a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
   b. After the enactment, ask for structured feedback from the group
      i. was the concept explained in a way that a learner with no prior knowledge could follow?
      ii. were the examples grounded in contexts familiar to Ghanaian learners?
      iii. did any misconceptions surface and if so, how were they addressed?

5 minutes **Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
   a. transfer your chats into your learning planner template.
   b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
   c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 4

Learning Indicator: *Apply the skills acquired from the previous lessons in a game situation*

FOCAL AREA: PICKLEBALL GAME

PICKLEBALL GAME



Figure 4.1: *Pickleball Game during the All-African Games in Ghana*

Introduction

Pickleball game starts with a serve. A cain toss or a pre agreed method are used to determine the starting server. In doubles the serving team starts with both players on the baseline while the receiving team has one player at the baseline and the partner near the kitchen line. The server on the right side of the court serves underhand and diagonal across the court to the opposing team's service court and the receiving team must let the serve bounce once before returning it. The return can land anywhere on the side of the court of the opponent. The first two shots of the rally (the first serve and return) must bounce before returning it. After that, players can volley or hit the ball without allowing it to bounce first. The scores must be verbally called out before every serve and the score for singles contains only two numbers, while the score for doubles contains three numbers as this also includes the server number.

Serving order

In pickleball singles match, there is only one player on each side of the court. Therefore, after a player loses a point, a side out occurs and service is awarded to the opponent. If the score is even, the server will serve from the right side of the court and if the score is odd, the server serves from the left side of the court. However, in doubles, each team has two players and they each serve before a side out is declared. A side out means a serving possession is switched to the opponent. After each side out, service always begins with the player positioned on the right side of the court. This player is referred to as **Server 1** and the player on the left side of the court is referred to as **Server 2. Server 1** will continue to alternate serving positions from right to left if the serving team continues to win points. When the serving team's score is an even number, **Server 1** will serve from the right side of the court and when the score is an odd number, **Server 2** will serve form the left side of the court.

Scoring basics in pickleball

There are five basic scoring rules in pickleball. The games are played in a best-of-three format; meaning the first team or player to win two games out of the three wins the match. However, some major tournaments play the best out of five matches during championship matches. The games are played up to 11 points. The first team or player to reach 11 points with at least two points margin is the winner. If the score is tied at 10-10 or 11-11 etc, the game continues until one team or player leads by two points difference. A point is scored if the receiving team or player fails to return a ball, hits the ball out of bounds or makes a fault. After scoring a point, the serving team or player switches sides and in doubles each player on the serving team gets a turn to serve until they lose a point. The game continues with the receiving team now serving and alternating serves between the team or players on the serving team.

Score methods in pickleball

Pickleball is played following one of two scoring methods. These methods are, the traditional or the rally method. With the traditional scoring method, a point is earned when a player or a teammate is serving. If the player or a teammate commits a fault or error while serving, it doesn't result in the loss of a point but the loss of a serve. While in the rally scoring method, a point is awarded after each rally regardless of which team served. This means a player or a team can win a point on offense and defence.

Focus for this week

In earlier lessons, learners were introduced to a variety of foundational pickleball skills. These skills include serving and receiving, executing forehand and backhand strokes and mastering movement and footwork across the court. These skills were developed through targeted drills and isolated practices in controlled settings which allow learners to build competence and confidence. With this groundwork in place, learners are now ready to transition into applying these skills within the context of a structured and competitive game, shifting the focus towards applying their skills and abilities in a more dynamic and real game environment.

This shift from skill acquisition to game application marks a critical stage in their learning journey. Engaging in full game play provides an opportunity for learners to experience the flow and rhythm of actual competition match scenarios. It encourages them make quick and strategic decisions under pressure, adapt to changing situations and respond to opponents' strategies in real time. This stage of learning emphasises decision-making, teamwork and tactical execution of key components that cannot be fully developed in isolation. It also encourages communicate and how to collaborate effectively with teammates which is an essential aspect of doubles play in pickleball.

Participating in game-based scenarios enable learners to integrate both technical and tactical elements in skill execution and game strategy which will reinforce their understanding of positioning, shot selection, anticipation and adaptability within a natural context of a match. This transition not only enhances their overall ability to play but also prepares them for more advanced learning and competitive experiences ahead.

Objectives

The objectives for this section are to:

Reinforce and apply learned skills: Provide learners with the opportunity to reinforce and apply core pickleball techniques acquired in previous lessons. These include executing consistent serves, effectively receiving and returning serves using both forehand and backhand strokes and demonstrating correct positioning and movement on the court.

Promote teamwork and On-Court Communication: Promote collaboration by engaging learners in doubles gameplay, where success relies on mutual support and effective communication between teammates through verbal and non-verbal cues, coordinated movements and shared responsibility in covering the court which enhance overall team cohesion and performance.

Develop game awareness: Encourage learners to sharpen their understanding of game dynamics by learning how to interpret their opponents' body language, anticipate shot direction and placement and respond appropriately which will enhance learners' ability to make quick and informed decisions, adjust to the pace of the game and identify opportunities to gain an advantage during rallies.

Deepen Tactical and Strategic Understanding: Support learners in developing their tactical awareness by revisiting and applying offensive and defensive strategies introduced in earlier lessons. This includes recognising when to play aggressively or defensively, exploiting opponents' weaknesses, and strategically placing shots to control gameplay.

Key skills to apply in a game situation

1. **Serving and Returning**
    a. **Consistent Serve:** Learners are to deliver a legal underhand serve with accuracy and control to initiate play effectively.

    Application of the same: Starts the point with control and places the ball deep in the opponent's court to reduce their attacking options.

    b. **Serve Return (Forehand/Backhand):** Use proper forehand or backhand technique to return serves with placement and depth to neutralise the server's advantage.

    Application of the return serve: Aims to place the ball deep to prevent the serving team from quickly moving to the net and gaining an advantage.

2. **Groundstrokes and Shot Variety**
    a. **Forehand and Backhand Strokes:** Execute reliable groundstrokes to keep the rally going and apply pressure.

    ***Application of the forehand and backhand strokes*:** Keeps the rally going, applies pressure on the opponent, and allows players to control the pace and direction of the game.

    b. **Dinking:** Use soft and controlled shots near the net to force errors or create openings.

    ***Application of the dink*:** Forces the opponent to move forward and play low, controlled shots, increasing the chance of errors or openings.

    c. **Drop Shots:** Hit soft shots from the back of the court that land in the opponent's non-volley zone.

    Application of the drop shot: Used to transition to the net safely or to disrupt the opponent's rhythm.

    d. **Lobs:** Use high and deep shots to push opponents back and recover court position.

    ***Application of the lob**:* Pushes the opponent away from the net, creating time to reposition or catch them off guard.

    e. **Volleys:** React quickly and strike the ball in the air, especially at the net to maintain pressure.

    Application of volleying: Maintains offensive pressure and can quickly end a rally with a well-placed volley.

3. **Court Positioning and Movement**
    a. **Ready Position and Footwork:** Stay balanced with quick, efficient footwork to react to all shots.

b. **Transitioning to the Net:** Move from the baseline to the non-volley zone (kitchen line) after serving or returning.

c. **Maintaining Court Coverage:** Stay aligned with a doubles partner and ensure effective court coverage.

Application of court positioning and movement: Ensures effective coverage and quick response to opponents' shots during transitions and net play and stay in control of rallies and recover quickly after each shot.

4. **Communication and Teamwork (for Doubles)**

a. **Calling Shots:** Verbally indicate intent (e.g., Mine, Yours**,** Allow, Watch out, etc.).

b. **Coordinated Movement:** Move as a unit with the partner during net play**.**

c. **Role Understanding:** Know who takes balls down the middle and how to support each other strategically.

Application of communication and teamwork: Avoid confusion, ensures proper court coverage to enhances overall team strategy.

5. **Game Awareness and Tactical Decision-Making**

a. **Reading the Opponent:** Anticipate shot direction, strength and weaknesses in the opponent's play.

b. **Shot Selection:** Choose the right shot based on court position, opponent positioning and rally context.

c. **Strategy Implementation:** Use planned offensive or defensive tactics (e.g., third shot drop, stacking, poaching, etc.).

Application of game awareness and tactical decision-making: Respond strategically, control the rally and exploit opponents' weaknesses.

LEARNING TASK

Demonstrate the ability to play a full game of pickleball, adhering to the rules of the game and utilising the understanding of core skills and applying them during game.

PEDAGOGICAL EXEMPLARS

a. **Starter or Warm-Up Activity**

i. **Starter Activity:** Pickleball relay challenge (5–7 minutes)

ii. **Objective:** To build excitement, teamwork and readiness while reviewing pickleball movements.

Set-up

- Divide learners into small teams of 5 to 10 members, depending on class size.
- Arrange cones or markers in a straight line to form a shuttle run path.
- Provide each team with one paddle and one pickleball.

How to do it

- On a signal (e.g., Go), the first learner from each team balances the pickleball on the paddle and carefully weaves through the cones or sprints to the far marker and back. At the final marker the learners gently tap the ball into the air and catch it before moving or running back.
- When the learners return to their teams, they pass the paddle and the ball to the next teammate in line. The relay continues until all team members have completed the challenge.
- If a learner drops the ball at any point, they must pause, regain control and restart from where the ball fell. The first team to complete all runs without dropping the ball wins

Benefits

- Encourages balance, concentration and hand eye coordination.
- Gets learners moving and laughing.
- Builds paddle control and handling confidence.

iii. **Warm-up Activity: Shadow Pickleball (5–10 minutes)**

iv. **Objective:** To warm up the muscles and mentally rehearse game movements.

How to do it

- Learners form pairs, each with a paddle (no ball required). Within each pair, one learner takes the role of the 'Leader' while the other becomes the 'Mirror'.
- The leader performs various pickleball-related movements such as forehand and backhand swings, dinks, serve motions, overhead smashes, quick footwork, split steps and directional shuffles and the mirror imitates each movement closely and accurately as possible.
- After about 1–2 minutes, instruct pairs to switch roles so both learners experience leading and mirroring. Continue for another 1–2 minutes.
- To conclude the warm-up and to involve the full class, ask all learners to stand freely in a semi-circle or spread out across the court. Call out specific pickleball actions (e.g., Forehand swing, shuffle left, backhand swing, split step and have the learners react instantly, performing the motion on command. This reinforces key skills and adds a dynamic element to the whole-class to energise them to prepare for the game play.

Benefits

- Warms up major muscle groups.
- Reinforces correct form without pressure.
- Builds focus, coordination and anticipation skills.

b. **Main activity: Full game**

Talk for learning

Briefly recap the basic rules of the game. Pickleball can be played in singles or doubles and only the serving team can score points when using the traditional method of scoring. A typical game is played to 11 points, and a team must win by at least two points difference. One of the unique rules in pickleball is the double bounce rule which requires both the serve and the return to bounce before any volleys are made. Also, players are not allowed to volley the ball while standing inside the non-volley zone which is also known as the kitchen.

Game-based learning: Facilitating Structured Pickleball Play

Group Formation: Divide the class into teams, pairing more experienced learners with less experienced ones to promote peer support, mentorship and inclusive learning. Leaners in their teams compete among themselves. Place emphasis on the right application of the skills.

Positioning and Demonstration: Clearly demonstrate doubles positions, server, receiver and their respective partners in doubles game before beginning. Ensure learners understand their roles on the court.

Active Supervision: Move around the court to observe play, offer timely feedback and ensure learners apply key skills such as proper serving, returning, footwork and court movement.

Encourage Communication: Remind learners to communicate well with their partners (e.g., calling 'Mine' or 'Yours, etc.) to reinforce teamwork and prevent confusion during rallies.

Use Guided Questions: Enhance tactical awareness by asking reflective questions like, 'Why do you think that shot worked or was effective?' 'Where could you have moved after returning that shot?' This approach helps learners to think strategically and develop game sense.

Court Rotation: Use a whistle or verbal signal every 5–10 minutes to rotate, giving learners the opportunity to play against different opponents and partners.

Engage Off-Court Learners: Assign off-court teams meaningful roles such as; line judges, scorekeepers, scoreboard operators, feedback observers (to note teamwork, communication or technique employ by their colleagues playing). This keeps everyone engaged and reinforces various aspects of the game.

Positive Reinforcement: Regularly acknowledge effort, improvement and good sportsmanship both during and after a game. Highlight specific examples to model desired behaviour.

Respect and Inclusion: Promote respectful interaction during partner or court changes. Where needed, provide adapted roles or modified tasks for learners with varying ability levels to ensure full participation and meaningful inclusion and involvement.

KEY ASSESSMENT –Practical

Level 4: In a doubles or singles pickleball game, demonstrate how you apply the core skills learned in previous lessons, including service, reception, footwork and stroke execution (e.g., forehand, backhand or volley) during play. Performance will be assessed based on your ability to select appropriate shots, position yourself effectively and maintain consistency and control during rallies.

Assessment Mode: Practical

HINT



Choosing between doubles or singles game should be dependent on class size.

Therefore, select the format that best suits your class size.

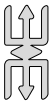
Assessment Criteria include;

i. Proper execution of serve and return.

ii. Use of correct footwork and court positioning.

iii. Selection and use of appropriate strokes during play (forehand/backhand/volley, etc.).

iv. Ability to sustain a rally and recover between shots



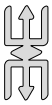
Note

Pickleball is a simple paddle game played with a baseball-sized ball over a tennis-type net on a badminton-sized court. Only the serving team can score points. Points are scored by legally serving a ball that is not returned by the opponent or by winning the rally.

PLC Session 4

45 minutes | **Planning & Reviewing the Learning Plan**

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
   a. explain the week's concepts in a practical way that will make it easier for learners to understand
   b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
   a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
   b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
   c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app
   a. The key assessment for the week is ***practical***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the practical (NTS 3k-3q).

10 minutes | **Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
   a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
   b. all teachers in the group work through a similar problem individually for 3–4 minutes
   c. the group then works through the problem together step by step
   d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).

Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes	Enactment

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).
    a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
    b. After the enactment, ask for structured feedback from the group
        i. was the concept explained in a way that a learner with no prior knowledge could follow?
        ii. were the examples grounded in contexts familiar to Ghanaian learners?
        iii. did any misconceptions surface and if so, how were they addressed?

5 minutes	Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
    a. transfer your chats into your learning planner template.
    b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
    c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section 1 Review

Section 1 part one provides learners with a comprehensive knowledge and understanding of pickleball. By the end of the four weeks, learners will demonstrate an understanding of the rules of pickleball, including scoring, service rules, faults and court boundaries. They will be able to explain the roles and responsibilities of each position in singles and doubles play, recognise and apply basic tactical strategies such as shot placement, movement, teamwork and sportsmanship in playing the game.

In Week 1, learners explored the foundational skills of pickleball. The core skills included service and reception which involve how to serve, and return served balls appropriately, the

correct stance, grip, contact point, diagonal direction during service, the two-bounce rule, swing, follow through and recovery.

In Week 2, learners had the opportunity to explore further the strokes used in pickleball game. The focus was on key skills like the forehand and the backhand strokes. Under these strokes, forehand strokes such as drive, topspin, dink, volley, slice, groundstroke and backhand such as dink, volley, drive, slice and groundstroke were explored.

In Week 3, learners looked at the footwork and court movement and in week 4 all skills learnt by learners were combined in a game situation to provide learners with the opportunity to reinforce and apply the core skills and techniques acquired to play pickleball. These activities were carried out using the following pedagogical approaches; talk for learning, structured talk for learning, collaborative learning, group-based learning, pair practise, and game-based learning.

In Week 4, learners transitioned from skill development to skill application by engaging in structured mini games. This week served as a practical culmination of the foundational skills taught in the previous three weeks, including grip, serving, volleying, dinking and basic footwork. The aim was to combine these skills in an active game environment that encouraged both individual execution and teamwork.

Learners were grouped into pairs or small teams to play simplified games using modified court sizes and scoring systems suited to their level. Each game emphasised consistent serving, controlled rallies and correct stroke selection (e.g., forehand, backhand). Learners were expected to apply proper positioning, anticipate shots and follow basic rules such as double bounce and no-volley zone. By the end of the week, most learners demonstrated improved rally consistency, greater shot variation and increased confidence in competitive play situations.

The session marked a key step in helping learners move from isolated skill drills to understanding how to apply techniques purposefully during play.

MARKING SCHEMES OR RUBRICS FOR THE KEY ASSESSMENTS

WEEK 1

PRACTICAL

Table 1: Scoring Scoring Rubric for Pickleball Service and Reception (20 Marks)

Skill Area	Excellent (4)	Very Good (3)	Satisfactory (2)	Needs Improvement (1)
Service Technique	*Perfect stance, e.g.,* *i. Feet shoulder width apart for balance* *ii. Knees slightly bent to stay low and agile. iii. Weight on the balls of the feet (not on the heels feet or flat-footed) to allow quick movement in any direction.* *iv. Feet parallel when stationary or split step (a small hop) just before the opponent hits the ball to get ready for movement.* *v. Paddle held in front of the body, with the head of the paddle up and both hands ready.* *vi. Body slightly leaning forward.* *Consistent below-waist contact of the ball.* *Smooth upward motion of the hand.* *Complete follow-through.*	*Good stance, e.g.,* *i. Feet shoulder width apart for balance* *ii. Knees slightly bent to stay low and agile.* *iii. Weight on the balls of the feet (not on the heels feet or flat-footed) to allow quick movement in any direction.* *iv. Feet not parallel.* *v. Paddle held slightly to the side of the body, with the head of the paddle up but hands not ready.* *vi. Body slightly leaning forward.* *Mostly below the waist contact of the ball.* *Proper upwards motion of the hand.* *Adequate follow-through.*	*Acceptable stance, e.g.,* *i. Feet shoulder width apart for balance.* *ii. Knees slightly bent to stay low and agile.* *iii. Feet flat and parallel.* *iv. Paddle held slightly to the side of the body, with the head of the paddle down and the body straight.* *Sometimes correct contact point of the ball.* *Inconsistent upwards motion of hand.*	*Poor stance, e.g.,* *i. Feet shoulder width apart for balance.* *ii. Knees straight.* *iii. Feet flat but parallel.* *iv. Paddle held to the side of the body, with the head of the paddle down.* *Frequently incorrect contact point of the ball.* *Jerky hand motion.*
Service Accuracy	*4 out of 5 serves that land in target zones.*	*3 out of 5 serves that land in target zones.*	*2 out of 5 serves that land in target zones.*	*1 out of 5 serves that land in target zones*

Reception Ready Position	*Perfect athletic stance, weight forward, paddle up, anticipates ball direction.*	*Good stance, mostly ready position, paddle prepared.*	*Acceptable stance, sometimes ready, sometimes late preparation.*	*Poor stance, rarely ready, late preparation.*
Reception Footwork	*Excellent movement to ball, perfect positioning, balanced throughout.*	*Good movement, proper positioning most of the time.*	*Acceptable movement sometimes positioned correctly.*	*Poor movement rarely positioned correctly.*
Game Application	*Consistently applies skills strategically in game situations.*	*Usually applies skills effectively in game situations.*	*Sometimes applies skills in game situations.*	*Rarely applies skills effectively in game situation.*

HINT ON THE RUBRIC:



Teachers should choose the most appropriate assessment option based on the learners' abilities and progress throughout the assessment period.

Multiple Choice Questions

1. D
2. C
3. A

WEEK 2

Table 2: Scoring Rubric for Pickleball Forehand and Backhand Strokes (16 Marks)

Criterion	Excellent (4)	Very Good (3)	Satisfactory (2)	Needs Improvement (1)
Forehand Technique	*Perfect grip, e.g.,* *i. Paddle held vertically like a handshake.* *ii. Hand placed on the handle as if shaking hands with the paddle.* *iii. Index knuckle and heel of palm rest on the second bevel (if the paddle handle were an octagon).* *iv. Paddle face square to the ground.* *Excellent preparation,*	*Good grip, e.g.,* *i. Paddle held vertically like a handshake.* *ii. Hand placed on the handle as if shaking hands with the paddle.* *iii. Index knuckle and heel of palm rest on the second bevel (if the paddle handle were an octagon).* *iv. Paddle face square but not to the ground.* *Proper preparation,*	*Acceptable grip, e.g.,* *i. Paddle held vertically like a handshake.* *ii. Hand placed on the handle as if shaking hands with the paddle.* *iii. Index knuckle and heel of palm not resting on the bevel (if the paddle handle were an octagon).* *iv. Paddle face square but not to the ground.* *Adequate preparation,*	*Inconsistent grip, e.g.,* *i. Paddle held vertically like a handshake.* *ii. Hand placed on the handle of the paddle wrongly.* *iii. Index knuckle and heel of palm not resting on the bevel.* *iv. Paddle face square but not to the ground.* *Minimal preparation,*

	e.g., *i. Feet shoulder-width apart.* *ii. Knees slightly bent.* *iii. Paddle held in front at waist level.* *iv. Eyes on the ball and opponent.* *Proper swing path of arm.* *Optimal contact point of the ball.* *Complete follow-through.*	*e.g.,* *i. Feet shoulder-width apart.* *ii. Knees slightly bent.* *iii. Paddle held in front at waist level but eyes not on the ball or opponent.* *Correct swing path.* *Contact ball below the waist.* *Adequate follow-through.*	*e.g.,* *i. Feet shoulder-width apart but knees not bent* *iii. Paddle held in front at waist level but eyes not on the ball or opponent.* *Mostly correct swing of the arm.* *Contact ball above the waist.* *Some follow-through.*	*e.g.,* *i. Feet shoulder-width apart but knees not bent* *iii. Paddle held slightly to the side of the body but eyes not on the ball or opponent* *Incorrect swing path.* *Poor contact point of the ball.*
Backhand Technique	*Perfect grip, excellent preparation, proper swing path, optimal contact point, complete follow-through just as in the forehand technique.*	*Good grip, proper preparation, correct swing path, good contact point, adequate follow-through the same as in the forehand technique.*	*Acceptable grip, adequate preparation, mostly correct swing, acceptable contact, some follow-through just as in the forehand technique.*	*Inconsistent grip, minimal preparation, incorrect swing path, poor contact point as in the forehand technique.*
Shot Accuracy	*8 out of 10 shots land in target areas.*	*6 out of 10 shots land in target areas.*	*4 out of 10 shots land in target areas.*	*2 out of 10 shots land in target areas.*
Game Application	*Consistently selects appropriate shots and applies strokes effectively in a rally or a mini game.*	*Usually selects appropriate shots and applies strokes effectively in a rally or a mini game.*	*Sometimes selects appropriate shots and applies strokes effectively in a rally or a mini game.*	*Rarely selects appropriate shots or applies strokes effectively in a rally or a mini game.*

HINT

Assessors should select the most suitable assessment choice based on each learner's ability level performance over the course of the assessment period.

WEEK 3

Table 3: Scoring Rubric for Pickleball Footwork and Movement on Court (16 Marks)

Strategic Component	Excellent (4)	Very Good (3)	Satisfactory (2)	Needs Improvement (1)
Tactical Positioning	*Consistently positions with clear strategic intent; can thoroughly explain rationale.*	*Frequently positions strategically; can explain most positioning choices.*	*Sometimes demonstrates strategic positioning; basic explanation of choices.*	*Occasional strategic positioning; limited explanation.*

Adaptability	*Quickly adapts movement to changing game situations with clear strategic purpose.*	*Adapts movement to most situations with good strategic awareness.*	*Sometimes adapts movement with basic strategic understanding.*	*Slow to adapt with minimal strategic consideration.*
Decision-Making	*Makes optimal movement decisions based on comprehensive game analysis.*	*Makes good movement decisions based on sound game understanding.*	*Makes acceptable movement decisions with basic game awareness.*	*Makes inconsistent movement decisions with limited awareness.*
Strategic Explanation	*Provides sophisticated explanations of movement strategies with multiple considerations*	*Provides clear explanations of movement strategies with good reasoning.*	*Provides basic explanations of movement strategies with adequate reasoning.*	*Provides limited explanations of movement strategies with minimal reasoning.*

HINT

Assessors are to determine and apply the most appropriate assessment option, taking into account learners' varying abilities and their progress throughout the assessment period.

WEEK 4

Table: Scoring Rubric for Applying Skills Learned in Pickleball in a Game Situation (28 Marks)

Criteria	Excellent (4)	Very Good (3)	Satisfactory (2)	Needs Improvement (1)
Service	*Consistently delivers accurate and strategic serves with appropriate power and placement.* *Varies serves to exploit opponent weaknesses.*	*Delivers accurate serves with good placement most of the time.* *Shows some strategic variation in execution that support strategic play.*	*Delivers legal serves with inconsistent placement and limited strategic variation and inconsistent execution.*	*Struggles with legal service delivery.* *Limited integration of skills with poor execution.* *Minimal control over placement.*
Reception	*Consistently positions well for returns.* *Anticipates direction of the ball and executes controlled returns that create offensive opportunities.* *Always selects ideal shots based on comprehensive game analysis.*	*Positions adequately for most returns.* *Executes controlled returns and occasionally creates offensive opportunities.* *Selects appropriate shots based on sound game understanding.*	*Sometimes positions appropriately for returns.* *Inconsistent control when returning serves.* *Sometimes selects suitable shots with basic strategy.*	*Frequently out of position for returns.* *Limited control when returning serves.* *Rarely selects appropriate shots with limited strategy.*

Footwork	*Demonstrates good and quick court movement (Quick and controlled steps, maintains stability while moving, uses split step to react quickly to ball directions, cover court without wasting energy, moves easily between the baseline, mid-court, and non-volley zone [kitchen]).* *Efficient recovery to ready position and takes anticipatory movement before shots.* *Quickly adapts movement to counter opponent strategic shots.*	*Moves quickly and easily on court with the correct foot movement.* *Usually recovers to ready position and shows some anticipatory movement.* *But slow to adapts movement to counter opponent strategic shots.*	*Demonstrates adequate court movement but inconsistent recovery to ready position.* *Limited anticipatory movement large* *distance from the ball for clean and controlled hits.*	*Shows limited court movement.* *Rarely returns to ready position.* *Reacts late to shots with unbalanced strides.*
Stroke Execution	*Consistently executes various strokes (forehand, backhand and volley) with proper form.* *Controls and strategically place ball.* *Maintains good positioning throughout play with clear strategic intent.*	*Executes various strokes with proper arm position, movement and control most of the time.* *Good shot placement with low confidence.*	*Executes basic strokes with good arm position but poor movement and control.* *Inconsistent control and placement of ball.*	*Limited stroke variety.* *Frequent errors in arm position and execution.* *Poor control of ball and placement of ball.*
Shot Selection	*Consistently selects ideal shots based on game situation, opponent positioning and strategic advantages.*	*Usually selects appropriate shots based on game situation.* *Shows strategic awareness in shot selection but less confidence in delivery.*	*Sometimes selects appropriate shots but with limited strategic awareness in shot selection and execution.*	*Random shot selection with little consideration of game situation or strategy.*
Positioning	*Correct court positioning throughout play.* *Maintains proper spacing in doubles.* *Recovers efficiently between shots.*	*Good court positioning most of the time.* *Maintains proper spacing in doubles with occasional lapses.*	*Inconsistent court positioning.* *Some understanding of proper spacing in doubles with some lapses.*	*Poor court positioning.* *Frequently out of position and crowding partner in doubles.*

Consistency & Control	*Maintains good shot consistency during extended rallies.* *Controls pace and placement effectively.*	*Maintains good shot consistency during rallies.* *Some control over pace and placement.*	*Inconsistent shot during rallies.* *Little control over pace and placement.*	*Frequent unforced errors during rallies.* *Very little control over shots*

HINT



Teachers should choose the assessment options that best fits each learner's ability and how much progress they have made during the period.

SECTION 2: HEALTH AND WELLNESS - PART ONE

STRAND: PHYSICAL ACTIVITY AND HEALTH

Sub-Strand: Health and Wellness

Learning Outcome: *Discuss skin, skin care and importance of its understanding for health and well-being.*

Content Standard: *Demonstrate an understanding of skin, skin care and grooming.*

INTRODUCTION AND SECTION SUMMARY

The human body is a complex system that requires proper care and attention to ensure overall health and well-being. The skin, the body's largest organ, plays a critical role in protection, temperature regulation, and sensory perception. Learning about the structure and functions of the skin, along with proper skincare, helps individuals maintain hygiene, prevent infections and promote a healthy appearance and self-esteem.

This section will focus on two important aspects of personal and public health. It will first explore the skin, its structure, functions and the importance of proper skincare. Learners will gain an insight into how maintaining healthy skin contributes to overall well-being by protecting against disease, enhancing appearance and supporting self-confidence. By the end of the section, learners will appreciate the importance of caring for the body, both externally through skincare and internally through mindful use of skincare products for a balanced and healthy lifestyle.

The week covered by this section is:

Week 5: Discuss the concept of the human skin, its care and grooming

SUMMARY OF PEDAGOGICAL EXEMPLARS

This section outlines sample pedagogical approaches that can be employed in delivering the lessons. Strategies such as initiating talk for learning, structuring talk for learning, collaborative learning and project-based learning are suitable for teaching the indicators stated in the section. These methods should be applied in mixed-ability and mixed-gender groupings where appropriate, as well as in pair and individual learning situations.

In instances where projects cannot be completed during class time, learners should be given adequate time to conduct them at home and present their findings in class later. This approach provides learners with sufficient opportunity to explore relevant content through the internet and other credible sources, thereby enriching their understanding of the subject matter.

ASSESSMENT SUMMARY

Design tasks that cover key areas such as the layers of the skin, skin types, basic skincare routines, grooming habits and practices. These tasks can be explored through group discussions, presentations, homework, class exercises and project-based activities. Encourage learners to present and express

their understanding in diverse formats, oral, written, role-play and others as appropriate to the task. To ensure fair and consistent assessment, clear rubrics should be developed to evaluate group presentations and assignments.

Assessment Summary Table: 2

Week	Indicators	DoK Level	Assessment Strategy and Mode
5	Discuss the concept of the human skin, its care and grooming	Level 3	Group project work

WEEK 5

Learning Indicator: *Discuss the concept of the human skin, its care and grooming*

FOCAL AREA: THE HUMAN SKIN

STRUCTURE OF THE SKIN

The skin

The skin is the body's largest organ, serving as a protective outer layer that covers and shields internal organs, muscles and bones. It regulates body temperature, enables sensory perception, synthesises vitamins and acts as a barrier against pathogens and environmental damage. It is made up of three main layers called the epidermis, dermis and hypodermis (or subcutaneous tissue).

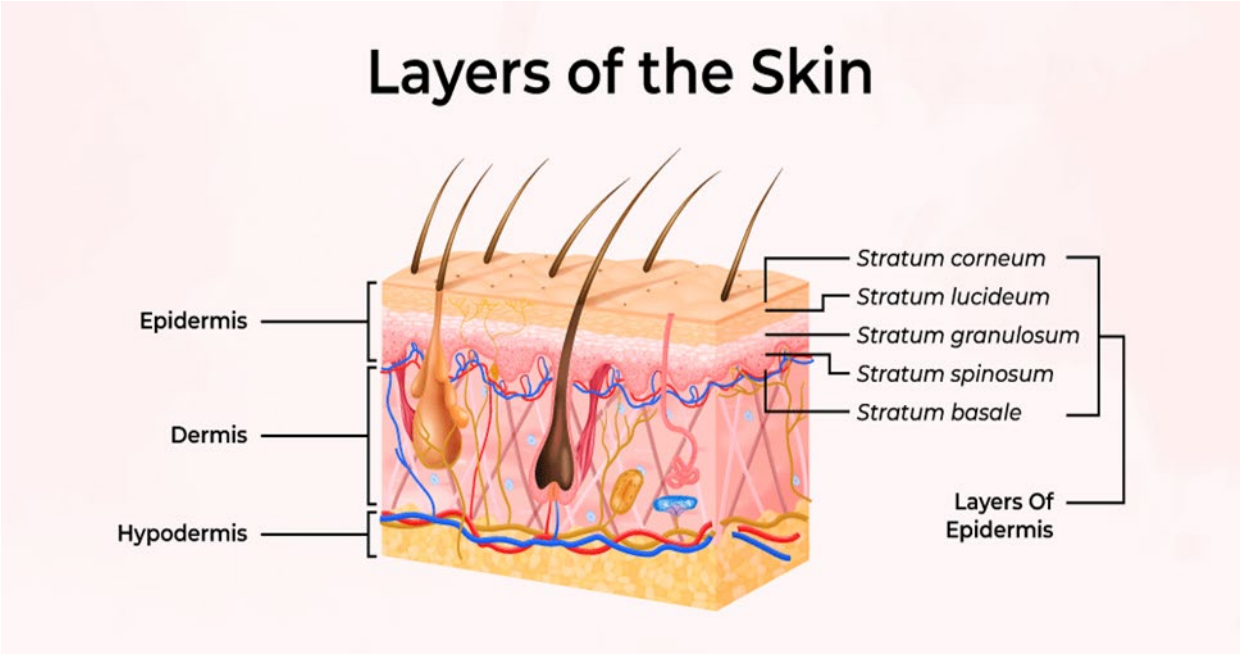


Figure 5.1: *Lawyers of the skin*

a. **Epidermis**

The epidermis is the outermost layer of the body that acts as a barrier. It is thick and hard at some part of the body, like on the palms, soles of the feet and on the heels. It is devoid of blood vessels in all places. The epidermis is also tough and serves as a waterproof barrier that prevents germs and bacteria from entering and causing infections inside the bodies. The skin has mesodermal cells which produce pigmentation such as melanin, provided by melanocytes which absorb some of the potentially dangerous ultraviolet radiation (UV) in sunlight. Human skin pigmentation varies substantially between populations. This has led to the classification of people(s) based on skin colour. The Epidermis is subdivided into the following layers: Stratum corneum, stratum lucidum, granular cell layer, spinous cell layer and basal cell layer.

i. **Stratum Corneum:** The stratum corneum is the first layer of the epidermis, composed of dead skin cells that are regularly shed and replaced. These cells are rich in keratin, a protein that provides strength and protection to the skin.

ii. **Stratum lucidum:** The stratum lucidum is a thin, clear layer of dead skin cells found in the epidermis, named for its translucent appearance under a microscope. It is visible primarily in thick skin areas, such as the palms of the hands and soles of the feet and lies between the stratum granulosum and the stratum corneum. This layer consists of three to five layers of flattened, dead keratinocytes that lack distinct boundaries. These cells are filled with eleidin, an intermediate form of keratin, and are surrounded by an oily substance released from lamellar bodies during their movement through the stratum spinosum and stratum granulosum. The thickness of the stratum lucidum is influenced by the rate of cell division in the epidermis, while the darkness of this layer is affected by the concentration of melanosomes in the underlying stratum Basale.

iii. **Granular Layer:** The stratum granulosum is a thin layer of the epidermis, named for the keratohyalin granules present in its cells. These granules contain proteins that bind to keratin filaments, helping to strengthen the skin. In this layer, keratinocytes begin their final stage of development, losing their nuclei and organelles as they fill with keratin. The stratum granulosum also contains lamellar bodies that release lipids into the spaces between cells, forming a lipid-rich barrier essential for preventing water loss and maintaining skin hydration.

iv. **Spinous layer:** The spinous layer, also known as the stratum spinosum, is a layer of the epidermis found between the stratum Basale and the stratum granulosum. It is characterised by keratinocytes with desmosomes, which are cell junctions that appear as 'spines' under a microscope (hence the name 'spinosum'). These desmosomes provide structural support and cohesion between cells. Langerhans cells, a type of immune cell, are also present in this layer. The stratum spinosum contributes to the skin's flexibility and immune defence.

v. **Basal Cell Layer:** This is the deepest layer of the epidermis, known as the basal cell layer. It contains small, round basal cells that continuously divide to produce new skin cells. As new cells are formed, they push older cells upward toward the surface of the skin, where they are eventually shed. This layer is well supplied with blood vessels, which support the active growth and nourishment of the dividing cells.

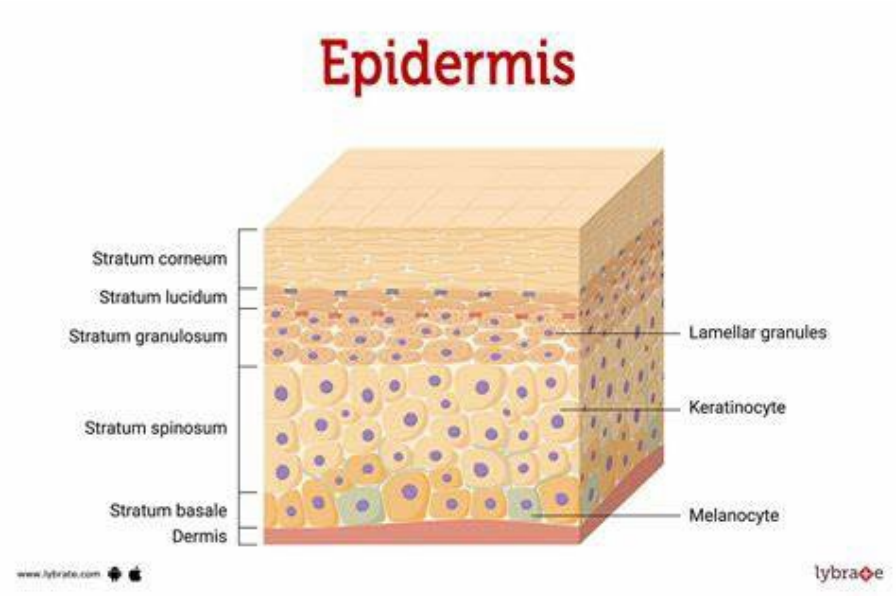


Figure 5.2: *Structure of the epidermis*

b. **Dermis**

The dermis is the layer of skin beneath the epidermis that consists of connective tissue and cushions the body from stress and strain. The dermis is tightly connected to the epidermis by a basement membrane. It also harbours many nerve endings that provide the sense of touch and heat. It contains hair follicles, sweat glands, sebaceous glands, apocrine glands, lymphatic vessels and blood vessels. The blood vessels in the dermis provide nourishment and waste removal from its cells as well as from the stratum Basale of the epidermis. The dermis is structurally divided into two areas; a superficial area adjacent to the epidermis, called ***the papillary region*** and a deeper and thicker area known as the ***reticular region***.

i. **Papillary region:** The papillary region is composed of loose areolar connective tissue. It is named for its finger-like projections called papillae, which extend toward the epidermis. The papillae provide the dermis with a 'bumpy' surface that interdigitates with the epidermis, strengthening the connection between the two layers of skin. In the palms, fingers, soles and toes, the influence of the papillae projecting into the epidermis forms contours in the skin's surface. These epidermal ridges occur in patterns (e.g., fingerprint) that are genetically and epigenetically determined and are therefore unique to the individual, making it possible to use fingerprints or footprints as a means of identification.

ii. **Reticular region:** The reticular region lies deep in the papillary region and is usually much thicker. It is composed of dense irregular connective tissue and receives its name from the dense concentration of collagenous, elastic and reticular fibres that weave throughout it. These protein fibres give the dermis its properties of strength, extensibility and elasticity. Also located within the reticular region are the roots of the hairs, sebaceous glands, sweat glands, receptors, nails and blood vessels. Tattoo ink is held in the dermis. Stretch marks, often from adolescent growth spurts, weight gain, pregnancy and obesity are also located in the dermis.

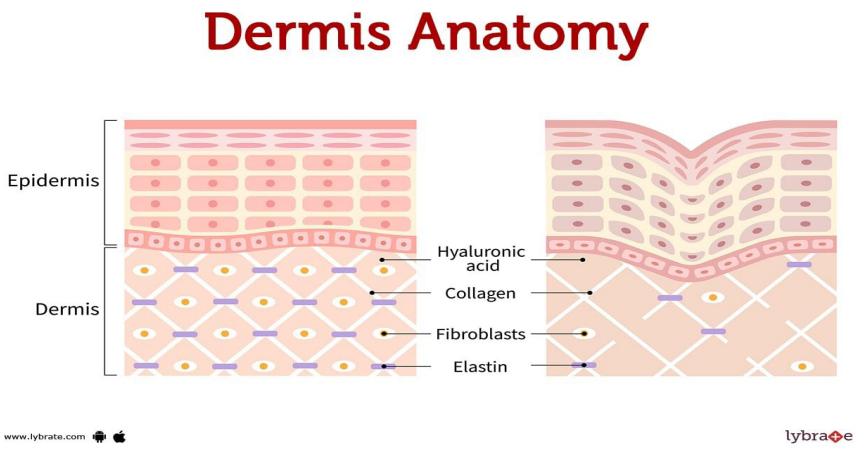


Figure 5.3: *Structure of the dermis*

c. **Hypodermis:** The hypodermis is the innermost layer of the skin. The fats in the hypodermis protect the bones and muscles from injuries during fall. It is made of subcutaneous fats, blood vessels, tissues and nerve cells. It contributes to the body's shape and defined appearance. The fat in the hypodermis acts like a shock absorber or padding which protects the body's muscles from heat, cold and trauma. This layer also plays a vital role in regulating body temperature. As a person ages, it tends to become thinner. Additionally, it serves as a common site for administering certain types of injections.

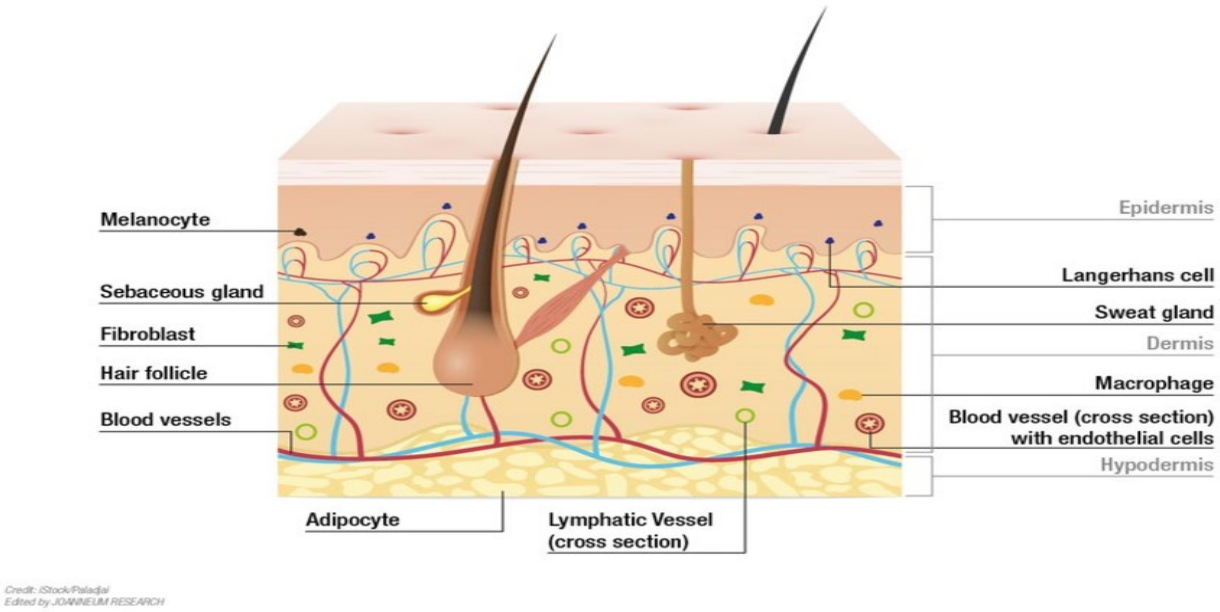


Figure 5.4: *Structure of the hypodermis*

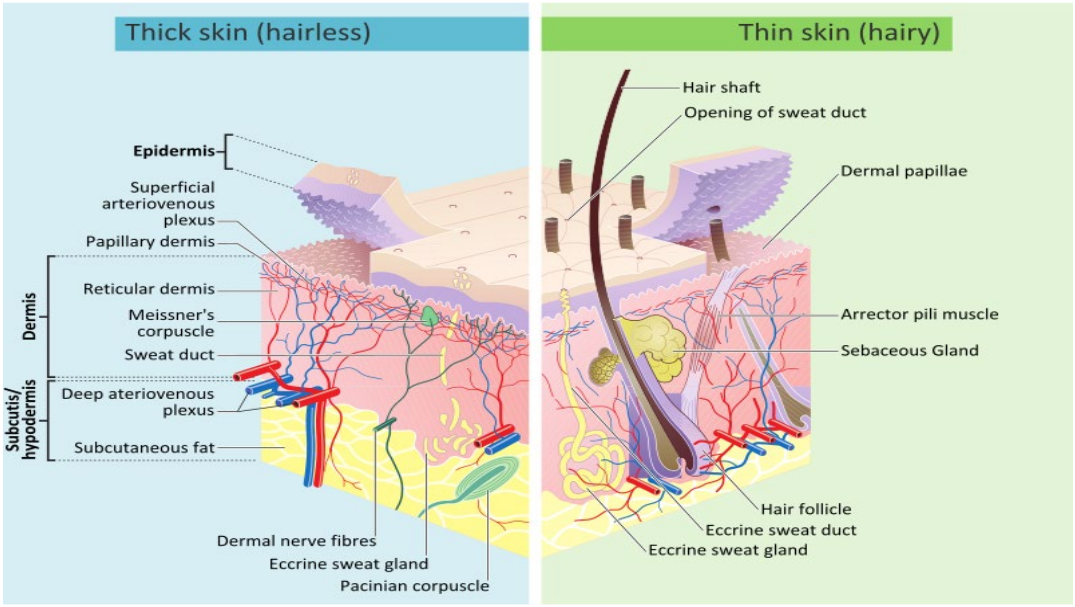


Figure 5.5: *Thick skin without hair and thin skin with hair*

1. **Types of Skin**

Skin type is primarily determined by genetics, but can also be influenced by factors like environment, diet, stress and hormones. Knowing one's skin type is important for choosing the right skincare products and establishing an effective routine.

The main skin types are:

a. **Normal Skin**

Characteristics: The skin has a balanced moisture content, small pores, smooth texture, even skin tone, good elasticity and minimal sensitivity. Not excessively oily or dry.

Appearance: Healthy, radiant and clear.

Care: Focus on maintaining the balance with gentle cleansing, hydration and sun protection.



Figure 5.6: *Normal human skin*

b. **Dry Skin**

Characteristics: Lack of moisture can feel tight, rough, and sometimes itchy. May have visible fine lines and flaky patches.

Appearance: Looks dull, crepey and may show signs of premature ageing.

Care: Requires rich moisturisers, hydrating serums and gentle, hydrating cleansers. Avoid harsh exfoliants and hot water.

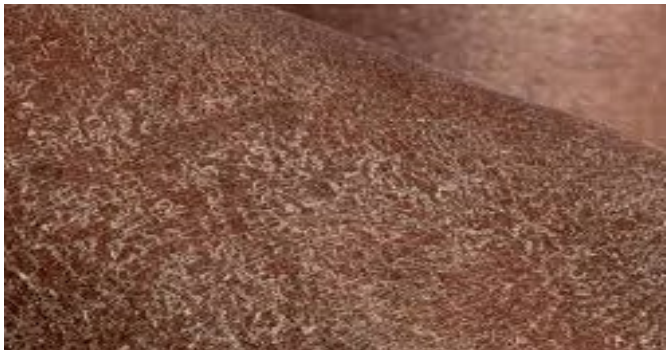


Figure 5.7: *Dry skin*

c. **Oily Skin**

Characteristics: Excess sebum production, enlarged pores, prone to blackheads, whiteheads and acne.

Appearance: Shiny or greasy, particularly in the T-zone (forehead, nose, and chin).

Care: Needs oil-free or gel-based products, regular cleansing, and exfoliation to prevent clogged pores. Consider using blotting papers throughout the day.

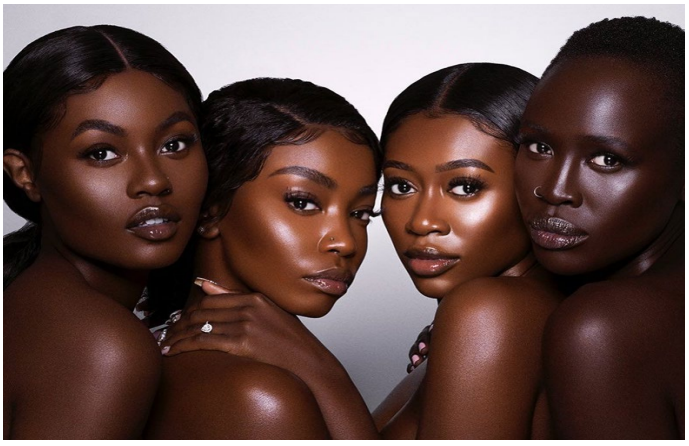


Figure 5.8: *Oily skin*

d. **Combination of Skin**

Characteristics: A combination of oily and dry areas, normally with an oily T-zone and dry cheeks.

Appearance: Shiny forehead, nose and chin, with possible dryness or flakiness on the cheeks.

Care: Requires a balanced approach, using different products for different areas. Gentle cleansers and targeted treatments for specific concerns are beneficial.



Figure 5.9: *Combination of skin*

i. **Functions of the Skin**

- **Protection against microorganisms:** Skin prevents pathogens from entering our body and causing diseases.
- **Prevents dehydration:** Thick skin reduces water loss and hence prevents dehydration.
- **Sensation**: Our skin serves as a sense organ for pain, touch, pressure, heat, cold, vibration and tissue injury.
- **Temperature regulation**: The skin prevents loss of heat in cold weather and loss of heat in hot weather.
- **Storage**: The skin stores reserve food in the form of a layer of fat contained in the main cells
- **Excretion**: The skin assists in the process of excretion of water, salts, and, to a very limited extent, urea. Since sweating from the skin occurs mainly in temperature regulation, we cannot really consider the skin as an excretory organ.
- **Synthesis of Vitamin D**: The skin synthesises vitamin D when exposed to sunshine. This is a minor function, and its mechanism is not yet fully understood. In fact, too much sunshine may cause tanning and other ill effects, including even skin cancers**.**
- **Control of evaporation**: The skin provides a relatively dry and semi-impermeable barrier to fluid loss. Loss of this function contributes to the massive fluid loss in burns.
- **Aesthetics and communication**: Others see skin and can assess mood, physical state and attractiveness.
- **Absorption**: The cells comprising the outermost 0.25–0.40 mm of the skin are 'almost exclusively supplied by external oxygen, although the "contribution to total respiration is negligible. In addition, medicine can be administered through the skin, by ointments or utilising the adhesive patch, such as the nicotine patch or iontophoresis. The skin is an important site of transport in many other organisms.

- **Water resistance**: The skin acts as a water-resistant barrier, so essential nutrients are not washed out of the body.

2. **Skin health:** Skin health refers to the overall condition, functioning and appearance of the skin. Healthy skin performs its vital roles effectively, including protecting the body from external harm, regulating temperature, preventing water loss and sensing the environment.

   a. **Characteristics of healthy skin**

      i. Smooth texture, free from cracks or lesions

      ii. Even tone without unusual spots or discolouration

      iii. Proper hydration (not too dry or oily)

      iv. Elastic and firm

      v. Free from infections, rashes or persistent irritation

   b. **Factors that promote skin health**

      i. **Hydration**: Well-hydrated skin appears plump, moist, soft and elastic.

      ii. **Nutrition**: A balanced diet rich in vitamins (A, C and E) minerals and antioxidants supports skin vitality.

      iii. **Protection**: Shielding the skin from harmful UV rays, pollution and harsh chemicals is key for maintaining health.

      iv. **Hygiene**: Regular cleansing helps remove dirt, oil and bacteria, preventing issues like acne, eczema and fungal infection such as ringworm.

      v. **Skincare Routine**: Using appropriate products (moisturisers, sunscreens and treatments) tailored to skin type enhance health.

      vi. **Lifestyle Factors**: Regular exercise, sleep, stress management and avoiding smoking or excessive alcohol contribute to skin health

   c. **Factors that affect skin health**

      i. **Extreme sun exposure:** Exposing the skin to excessive UV radiation causes sunburn, premature ageing, dark spots and increase the risk of skin cancer.

      ii. **Poor diet and nutrition:** Lack of balanced diet with vitamins A, C, E and omega-3 fatty acids affect healthy skin. Poor nutrition (e.g., excessive sugar or junk food) may lead to dullness, acne and dryness.

      iii. **Dehydration**: inadequate fluid intake makes the skin dry, flaky and tight and may lead to irritation and premature aging.

      iv. **Sleep:** Poor sleep affects skin repair and regeneration and can lead to dark circles, puffiness and early ageing.

      v. **Hygiene and skincare routine**: "Irregular or inadequate cleansing and moisturising can contribute to acne, infections, and skin irritation. Also, the use of harsh or inappropriate skin products may cause further damage. Skin bleaching can thin the skin and result in permanent damage such as burns, peeling, scarring, discolouration, and uneven skin tone, often leading to 'bleach spots' or patchy appearance on the skin or face.

vi. **Weather and Environment:** Dry and cold weather can make skin cracked and dry. Hot and humid weather may increase sweating and oil production leading to breakouts.

vii. **Infections and Diseases:** Fungal, bacterial or viral infections (e.g., ringworm, scabies, herpes) directly harm the skin.

viii. **Medications and Chemicals**: Some drugs cause rashes, allergies or skin thinning. Harsh cosmetics or chemicals can irritate or burn the skin.

ix. **Smoking and Alcohol:** Smoking reduces blood flow to the skin, leading to wrinkles and dullness. Alcohol dehydrates the skin and worsens certain skin conditions.

3. **Common Skin Problems Among Adolescents**

i. **Acne:** Acne is a skin condition that occurs when hair follicles become clogged with oil (sebum), dead skin cells and bacteria. It is caused by hormonal changes during puberty, oily skin, poor hygiene, stress and use of greasy cosmetics. Symptoms include pimples, blackheads, whiteheads, cysts or lumps mostly on the face, chest, shoulder and back. It may leave scars on the skin if untreated.

Prevention tips

- Wash face twice daily with mild soap.
- Avoid touching or popping pimples.



Figure 5.10: *Acne on the face.*

Source: www.joburgskindoctor.co.za/acne

ii. **Eczema (Atopic Dermatitis):** this is a chronic skin condition that causes dry, itchy, inflamed skin. It is caused by genetic factors, allergens, irritants like soaps or detergents and stress its symptoms are red, dry, scaly patches, intense itching, sometimes cracked or oozing skin**.**

Prevention tips

- Moisturise skin regularly with fragrance-free creams.
- Avoid harsh soaps and hot showers.
- Wear soft, breathable clothing (e.g., cotton).
- Identify and avoid personal triggers (e.g., dust, stress, foods).



Figure 5.11: *Eczema on the neck and face of an individual*

iii. **kin rashes:** Rashes are temporary outbreaks of red, itchy or inflamed skin caused by allergic reactions, heat, infections, friction or skin sensitivity. Symptoms are itchy bumps, redness, blisters or dry patches.

Prevention Methods

- Identify and avoid allergens (e.g., certain foods, lotions, fabrics).
- Keep skin clean and dry.
- Use soothing creams (if advised).
- Seek medical help if rash spreads or worsens.



Figure 5.12: *Skin rashes at the back of a person*

iv. **Fungal Infections (e.g., Ringworm, Athlete's Foot):** These infections are caused by fungi that grow on the skin, especially in warm and moist areas.

- **Common Types are:**
  - **Ringworm:** Circular, red, scaly patches with a clear centre on the skull, arm or any other part of the body.
  - **Athlete's Foot:** An itchy, peeling skin between the toes caused by shared towels, shoes, poor hygiene, sweating. Symptoms consist of itching, redness, ring-like patches, flaking skin.

Prevention Methods

- Keep skin dry and clean.
- Avoid sharing personal items.

- Wear breathable shoes and change socks regularly.
- Use antifungal creams as recommended.



Figure 5.13: *Ringworm on the scalp*

v. **Dermatitis:** A skin irritation caused by contact with an irritating substance.it may be caused by soaps, perfumes, metals (like nickel), certain plants or chemicals. Symptoms: Red, itchy, swollen, or blistered skin.

Prevention Methods

- Identify and avoid irritants or allergens.
- Use protective gloves when needed.
- Wash skin after contact with potential irritants.



Figure 5.14: *Dermatitis on the fingers*

vi. **Dandruff (Seborrheic Dermatitis of the Scalp):** A condition that causes flaky skin on the scalp. It is caused by the overgrowth of yeast on the scalp, oily skin or stress. Symptoms comprise white or yellowish flakes and itchy scalp.

Prevention Methods

- Wash hair regularly with anti-dandruff shampoo.
- Avoid using too many hair styling products.
- Keep scalp clean and avoid scratching.



Figure 5.15: *Dandruff*

4. **Grooming Habits**

   Grooming habits are the regular practices and routines individuals follow to maintain personal hygiene, appearance and overall well-being. These habits encompass various aspects of self-care.

   i. **Appropriate grooming practices**

   - **Bathing Regularly:** Maintaining body cleanliness helps remove odour-causing bacteria and sweat.

     What to do: Bathe twice daily using clean water and soap.

   - **Hair Care:** Clean and well-kept hair contributes to overall appearance and hygiene.

     What to do: Wash hair regularly, comb it and trim both private hair and head hair when needed.

   - **Nail Care:** Dirty nails can harbour germs and cause infections.

     What to do: Trim nails weekly and clean under them with a soft brush.

   - **Oral Hygiene:** Oral health affects breath, teeth and overall appearance.

     What to do: Brush teeth at least twice a day and floss regularly.

   - **Wearing clean clothes:** Clean clothes prevent odour, rashes and boost self-confidence.

     What to do: Change into clean clothes daily, especially underwear and socks.

   - **Managing Body Odour:** Good hygiene keeps one smelling fresh and presentable.

     What to do: Apply deodorant or antiperspirant and wash sweat-prone areas like armpits daily.

   - **Avoiding sharing personal items:** Sharing grooming items can spread infections and skin diseases.

     What to do: Use own towel, razor, comb or makeup tools.

5. **Key Considerations for Achieving a Radiant Glow**

   a. **Consistency:** Consistency is key. Stick to your skincare routine and healthy lifestyle habits for long-term results.

   b. **Patience:** It takes time to see results. Be patient and don't expect overnight miracles.

   c. **Skin Type:** Tailor your skincare routine and treatments to your specific skin type.

d. **Individual Needs:** Address your specific skin concerns.

e. **Listen to Your Skin:** Pay attention to how your skin responds to different products and treatments.

i. **Professional Advice:** Consult a dermatologist or licensed aesthetician for personalised advice and treatment options. Achieving a radiant, glowing complexion is a journey that requires a holistic approach, encompassing consistent skincare, a healthy lifestyle, and targeted treatments. By following these guidelines, you can unlock your skin's natural luminosity and achieve a healthy and vibrant glow.

LEARNING TASK

Explore the human skin, its structure, care and grooming practices.

PEDAGOGICAL EXEMPLARS

a. **Starter Activity**: Gallery Walk - What Do You Know?

Steps

1. **Set up posters or stations (before class)**

   Place 4 - 6 large sheets of paper or posters around the classroom with headings such as:

   'What is skin?'

   'Why is skin care important?'

   'What grooming practices do you know?'

   'What can damage the skin?'

   'What questions do you have about skin care?'

2. **Small group movement**

   Divide the class into small groups (4 -6 learners per group). Assign each group with a starting poster.

3. **Timed Rotation**

   Give each group 2-3 minutes per station to write or draw their ideas on the posters. Rotate until all groups have contributed to every poster.

4. **Class Debrief**

   Bring the class together and review some of the most interesting, repeated or surprising responses on each poster by the learners. This activity promotes brainstorming and curiosity among learners and to allows learners to identify what they already know and what they want to learn. It also sets the tone for group collaboration in the project work.

   Talk for Learning, collaborative Learning and Project-Based Learning

   i. After the debriefing, engage learners with these questions. Why do you think so many people spend money on skin products? Have you ever wondered what happens to your skin when you use bleaching creams? Allow learners time to think and give answers with reasons. Based on their answers to introduce the topic for the day. Our topic for today is ***'Exploring the human skin, its structure, care and grooming practices'*** and make them understand it is a group

project they will be undertaken. Briefly share why this project is important. For example, to promote personal hygiene and health, to understand how daily habits affect the skin or to explore safe and unsafe grooming practices.

Describe the project tasks, state the objectives of the project, break down what learners will do and group learners.

Project Description: In this project, learners are required to research the human skin with a focus on its structure, the importance of skin care and appropriate grooming practices. The findings should reflect an understanding of how the skin functions, how to maintain healthy skin and the consequences of poor grooming or harmful skin practices.

Project Objectives

By the end of this project, learners will be able to:

1. Describe the basic structure and functions of the human skin.
2. Explain factors that affect skin health.
3. Identify and apply appropriate skin care and grooming practices.
4. Develop and present a simple skin care routine suitable for their age group.

Group Task Instructions

Each group is to research and create a poster presentation, a PowerPoint presentation or a creative mini demonstration on the human skin and how to care for it.

1. **Each Group Should Cover the Following Sub-Topics**
   a. **Structure and Functions of the Skin**
      i. Layers of the skin (epidermis, dermis, subcutaneous layer)
      ii. Functions (protection, regulation, sensation, etc.)
   b. **Skin Types and Factors Affecting Skin Health**
      i. Types: oily, dry, normal, combination
      ii. Influences: diet, hygiene, environment, lifestyle
   c. **Common Skin Problems Among Adolescents**
      i. Acne, eczema, rashes, fungal infections
      ii. Personal Grooming Practices for Healthy Skin
   d. **Cleansing, moisturising, bathing, sun protection**
      i. Hair removal, nail care, avoiding harsh products
   e. **Project Output** (Choose One or More):
      i. **A poster or chart** summarising the findings.

      A group oral presentation (5–10 minutes).

      A role-play/demonstration showing proper grooming steps (e.g., washing the face, applying moisturiser, etc.).

Discuss the expected outcomes of the project with learners and share rubrics or assessment criteria with them.

Discuss expected outcomes

Let them know what you expect:

- Understanding of the skin's role and care.
- Teamwork and sharing responsibilities.
- Creative and well-organised presentation.

Share rubrics or assessment criteria

Show learners how they will be graded.

- Content accuracy and depth.
- Teamwork and participation.
- Presentation and creativity.
- Clarity and use of examples.

Assign groups and roles

i. Organise learners into mixed ability groups (4–6 learners per group) and guide them choose roles such as: researcher, presenter, designer, editor or write, etc.

   Throughout the project period, actively monitor learner progress and offer consistent guidance. Schedule regular check-ins with each group to track development and provide clarification as needed. Remain accessible to address questions and support learners in overcoming challenges. Observe group dynamics to ensure balanced participation and encourage effective collaboration. Support learners in managing their time and completing tasks within the set deadlines. Promote peer-to-peer learning to enhance understanding. On presentation day, facilitate the process in a structured and encouraging environment that allows all learners to share confidently. Afterwards, engage learners in evaluating the project outcomes and provide detailed, constructive feedback to support their growth.

KEY ASSESSMENT: Group Work

Level 3

a. Work with your group to explore the human skin, its structure, care and grooming practices. Include information on:

   - Your understanding of the structure and functions, factors affecting skin health and common skin problems among adolescents.
   - An explanation of skin care and grooming practices.

   Use visual aids and be creative in your presentation of your findings.

Reflection

The skin is the body's largest organ and caring for it through hygiene, moisturising and avoiding harmful products is essential for both appearance and health.

PLC Session 5

45 minutes	Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to

a. explain the week's concepts in a practical way that will make it easier for learners to understand

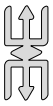
b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).

3. Use your subject specific app to plan your lesson. Ask the app to

a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.

b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)

c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app

a. The key assessment for the week is ***group work***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the group work (NTS 3k-3q).

10 minutes **Content Exploration**

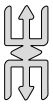
5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)

b. all teachers in the group work through a similar problem individually for 3–4 minutes

c. the group then works through the problem together step by step

d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*

- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes	Enactment

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).
   a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
   b. After the enactment, ask for structured feedback from the group
      i. was the concept explained in a way that a learner with no prior knowledge could follow?
      ii. were the examples grounded in contexts familiar to Ghanaian learners?
      iii. did any misconceptions surface and if so, how were they addressed?

5 minutes	Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
   a. transfer your chats into your learning planner template.
   b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
   c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

SECTION 3: HEALTH AND WELLNESS – PART TWO

STRAND: PHYSICAL ACTIVITY AND HEALTH

Sub-Strand: Health and Wellness

Learning Outcome: *Discuss negative ICT practices and their health implications*

Content Standard: *Demonstrate an understanding of ICT negative practices and their health implications.*

INTRODUCTION AND SECTION SUMMARY

In today's technology-driven world, it is also important to understand the health implications of negative Information and Communication Technology (ICT) practices. Prolonged screen time, poor posture while using devices and exposure to inappropriate online content can lead to a variety of physical, mental and emotional health issues. Hence, this section will explore both the importance of skincare and the effects of ICT misuse, equipping learners with knowledge and strategies to promote healthier lifestyles in both physical and digital environments.

Section 2 on health and wellness – part two focuses on the implications of negative ICT practices which includes excessive screen time, poor ergonomics and exposure to harmful online behaviours. These practices can lead to physical strain, mental stress and emotional problems. Understanding these impacts encourages responsible use of technology and will help learners develop habits that protect their health.

By the end of part one and part two of this section, learners will appreciate the importance of caring for the body, both externally through skincare and internally through mindful ICT use for a balanced and healthy lifestyle.

The week covered by this section is:

Week 6: Discuss negative ICT practices and their health implications

SUMMARY OF PEDAGOGICAL EXEMPLARS

This section presents a range of suggested pedagogical approaches that can be used to effectively deliver the outlined lesson. Methods such as initiating and structuring talk for learning, collaborative learning, group work and project-based learning are particularly appropriate for addressing the specified learning indicator. These strategies should be implemented flexibly, accommodating learners in mixed-ability and mixed-gender groupings as well as in pair work and individual learning contexts where suitable.

Where projects cannot be completed within regular class periods, learners should be given ample time to work on them at home and subsequently present their outcomes in class. This extended learning opportunity will enable learners to explore relevant topics more deeply by accessing information from the internet and other reliable sources, thereby strengthening their understanding and engagement with the content.

ASSESSMENT SUMMARY

Develop learning tasks that address essential areas on harmful ICT practices. These tasks should be explored through formats such as group discussions, class exercises, presentations, homework and project-based activities. Encourage learners to demonstrate their understanding of the concept learned by using diverse modes to present and express themselves. This can be done through oral presentations, written reports, role-plays and other appropriate formats depending on the nature of the task. To ensure fair, transparent and consistent assessment, clear and well-defined rubrics should be created for evaluating both group presentations and individual assignments.

Assessment Summary Table: 3

Week	Indicators	Dok Level	Assessment Strategy and Mode
6	Discuss negative ICT practices and their health implications	Level 4	Mid-Semester Examination Short answer questions

WEEK 6

Learning Indicator: *Discuss negative ICT practices and their health implications*

FOCAL AREA: NEGATIVE ICT PRACTICES AND THEIR HEALTH IMPLICATIONS

NEGATIVE EFFECTS OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) PRACTICES AND THEIR HEALTH IMPLICATIONS

What is ICT

Information and Communication Technology (ICT) refer to the use of digital tools, systems and networks to access, store, process, share and communicate information. It combines two main elements in its operation. The elements are Information Technology (IT) which are tools used to handle information (e.g., computers, software, databases) and Communication Technology also tools used to transmit information (e.g., phones, internet, radio, email). Examples of ICT Tools include computers and laptops, smartphones and tablets, internet and wi-fi, email, messaging apps and social media, television and radio and projectors and smartboards.

1. **Why ICT is Important**

   ICT has become an important part of modern life.

   a. **Improves Communication:** ICT makes communication easier, faster and more efficient. People can connect and share messages, pictures, videos and documents instantly. For example, using WhatsApp to message friends and family, teachers and learners using email to send homework, people making video calls with Zoom or Google Meet.

   b. **Supports Education and Learning:** ICT provides access to a wide range of learning materials. It helps both teachers and students teach and learn in more exciting ways. Examples include learners watching educational videos on YouTube, teachers using projectors or smartboards to explain diagrams and students using Google to do research and complete assignments.

   c. **Makes Daily Activities Easier:** ICT helps in everyday activities like shopping, paying bills, banking and entertainment. For instance, using a mobile money app to buy airtime or pay electricity bills, ordering food online through apps or websites and listening to music or watching movies on smartphones or smart TVs.

   d. **Creates Job and Business Opportunities:** ICT skills are needed in almost every profession today. It also allows people to run businesses online. For example, learning computer skills like graphic design, coding or data entry can lead to jobs, running a business and using social media to advertise products and starting a YouTube channel or online shop.

   e. **Connects People Around the World:** ICT removes distance barriers and allows people from different parts of the world to connect and work together. As it helps learners participate in international school debates online, families staying connected through video calls even when living in different countries, social media platforms like Facebook, TikTok and Instagram allow global interaction.

   f. **Promotes Creativity and Innovation:** ICT tools encourage people to be creative and come up with new ideas, solutions or digital content. Using design apps to make art and logos, creating and editing videos with mobile apps and writing and publishing a blog or eBook online.

However, if ICT is not used wisely, it creates health problems for the users.

2. **Negative ICT Practices**

   Negative ICT practices refer to the unhealthy, irresponsible, or harmful use of digital devices like smartphones, computers, tablets, and gaming consoles. They also include harmful or unethical behaviours and activities carried out using these technologies. These practices can have detrimental effects on individuals, communities and society. Adolescents are digital natives, heavily reliant on ICTs for communication, education and entertainment. However, this reliance also exposes them to various risks and negative practices which can have substantial consequences for their mental and emotional health and social well-being.

3. **Common negative ICT practices**

   a. **Using devices in the dark or under improper lighting:** Using devices in the dark or under improper lighting refers to operating phones, tablets, computers or TVs in environments that are either too dim in a total darkness or low light, too bright or with a strong contrast between the screen and background lighting.

      Risks: Using digital tools in improper lighting will lead to eye strain (digital eye strain or computer vision syndrome) because the eyes work harder to adjust to the poor lighting, leading to discomfort, headaches and blurred vision, sleep disruption as blue light from screens in dark rooms interferes with melatonin production, making it harder to fall asleep.

      Impact:

      Physical: Sore or dry eyes, tiredness, disrupted sleep patterns and increased risk of myopia (especially in children).

      Mental: Poor sleep can lead to fatigue, irritability and difficulty concentrating during the day.

      Academic or Work Performance: Reduced focus due to eye discomfort or poor sleep and can affect productivity and learning.

      Mitigation

      Devices should be used in well-lit rooms. By ensuring the lighting is not too harsh or too dim and avoiding high contrast between the screen and surroundings.

      Adjust Screen Brightness and Text Size. Match screen brightness to the environment and increase text size for easier reading.

      Enable Night Mode or Blue Light Filters: Most devices have a night mode or blue light filter to reduce eye strain in the evening.

      *Follow the 20-20-20 Rule***:** Every 20 minutes, look at something 20 feet away for 20 seconds to relax your eyes.

      Limit Screen Time Before Bed: Avoid using screens at least 30 minutes to an hour before sleeping.



Figure 6.1: *Using ICT devices in the dark*

b. **Cyberbullying:** Cyberbullying is using ICT tools to oppress, insult, threaten or embarrass others online.

Forms: Sending harassing or offensive messages, spreading false rumours, posting embarrassing photos or videos and creating fake profiles to impersonate people online.

Impact: Cyberbullying may lead to anxiety, depression, low self-esteem, social isolation and even suicidal thoughts. The secrecy offered by the internet can encourage bullies and make it difficult for victims to escape the abuse.

Mitigation: Education on responsible online behaviour, reporting mechanisms and parental monitoring can help curb online bullying.



Figure 6.2: *Cyberbullying*

c. **Poor posture and prolonged device use means:** Sitting or lying in unhealthy or bad positions (e.g., slouching, bending over or bending the neck too far forward) while using a phone, tablet, computer or other devices for long periods of time without breaks.

Risks

Muscle and Joint Pain: This posture commonly affects the neck, shoulders, back, wrists and fingers due to strain.

Spinal Problems: Bad posture over time leads to curvature of the spine or chronic back pains.

Headaches and Fatigue: Muscle tension from poor posture often causes headaches and body tiredness.

Reduced Lung Function: Slouching compresses the lungs and can reduce breathing efficiency.

Carpal Tunnel Syndrome: Repeated movements (like scrolling or typing) can damage nerves in the wrist.

Impact

Physical Health: These may lead to discomfort, reduced flexibility and long-term posture issues.

Academic Performance: Pain and fatigue may reduce focus, motivation and ability to participate effectively in academic work which affect performance.

Mental Well-being: Constant physical strain can contribute to stress and mood swings making it difficult to concentrate and do things properly.

Appearance and Confidence: Habitual slouching may negatively affect body alignment and self-image.

Mitigations

Practice Good Posture: Sit with the back straight, feet flat on the ground and the screen at eye level.

Take Frequent Breaks: Every 30 minutes, stand up, stretch or walk around to relieve muscle tension.

Use Ergonomic Furniture and Accessories: Use a chair with back support and a desk that suits the height of the person using a device and use a keyboard and mouse if typing a lot.

Limit Continuous Device Use: Use timers or apps that remind users of a device to take tech breaks and reduce screen time.

Exercise Regularly: Strengthen muscles and improve flexibility with physical activity like stretching or sports.



Figure 6.3: *Bad posture during laptop usage*

d. **Social Media Addiction and Online Gaming:** Spending excessive time on social media platforms or games can become addictive and disrupt daily life.

Forms: Spending too much time online, neglecting schoolwork or other responsibilities, experiencing withdrawal symptoms when unable to access social media platforms and prioritising online interactions over real-life relationships.

Impact: Staying all day or late into the night on social media may lead to sleep disturbances, decreased academic performance, anxiety, depression, body image issues and a fear of missing out (FOMO).

Mitigation: Setting time limits for social media use (using the 20-20-20 rule), engaging in offline activities and seeking professional help if addiction is suspected. The 20-20-20 rule is a simple eye-care guideline designed to reduce digital eye strain caused by prolonged use of screens (it means, in every 20 minutes screen use, take a 20-second break and look at something 20 feet [or about 6 metres] away) before returning back to the screen.



Figure 6.4: *Addiction to social media*

e. **Sexting and Online Exploitation:** Sexting is sending or sharing sexually explicit messages, photos or videos through phones or the internet to people while online exploitation refers to the abuse of a child or adolescent through the internet.

Risks: Sexting can lead to serious consequences if images or messages are shared without one's permission or consent. It can also lead to emotional distress, loss of self-confidence and damage to one's reputation. It can get one into legal troubles, especially if the images involve minors, even if shared between peers. More dangerously, sexting can open the door to online exploitation, where strangers or even people one knows may try to groom, manipulate or involve the person in sexual abuse or trafficking.

Impact: The aftermath experience of sexting and online exploitations may lead to trauma, anxiety, depression and legal repercussions.

Mitigation: Education on the risks of sexting, privacy settings and the importance of not sharing personal information online is needed. Parental monitoring and having open communication with their wards on what they do online are essential in dealing with these issues.

f. **Exposure to Inappropriate Content or Viewing Harmful Content:** Accessing online content that is harmful, offensive or age inappropriate. Some online content is unsuitable for young people and may influence negative behaviour among them.

Examples: Violent content, pornography, hate speech and content that promotes harmful behaviours such as eating disorders, substance abuse and the likes.

Impact: Desensitisation to violence (becoming less sensitive to a stimulus after repeated exposure to it), distorted views of reality, negative body image and the adoption of harmful behaviours.

Mitigation: Adolescents should be sensitised to reduce exposure to harmful content by enabling safe search settings, using age-appropriate platforms and installing parental control tools to block inappropriate websites. They should avoid clicking suspicious links or pop-ups and be

cautious of unknown websites and messages. If they accidentally are exposed to disturbing content, they should be encouraged to talk to a trusted adult for guidance and support. They should also be encouraged to report or block harmful content or users to help make the online space safer. Finally, learning digital safety skills and limiting screen time can reduce risks and promote healthier online habits.

g. **Misinformation and Fake News:** Spreading or believing false or misleading information online.

Impact: Distorted understanding of events, the spread of harmful beliefs and the erosion of trust in reliable sources.

Mitigation: Education on critical thinking, fact-checking and identifying reliable sources of information.

4. **Health Implications of Negative ICT Practices**

a. **Physical Health Effects**

i. Eye strain, blurry vision and headaches.

ii. Postural issues (hunched back, neck pain).

iii. Fatigue and insomnia.

iv. Obesity due to lack of movement.

- **Scenarios**
  - Linda spends long hours doing assignments on her laptop while lying on her bed. She begins to experience constant neck and back pain.
  - After 6 hours of continuous screen time, a student experiences blurry vision and headaches.
  - Kwame browses on his phone at night with lights off. Over time, he develops frequent eye irritation and poor sleep.
  - A teenager who rarely plays outside and spends weekends on social media and gaming gains weight and feels tired even after sleeping.

b. **Mental and Emotional Effects**

i. Anxiety from comparing oneself to others online.

ii. Low self-esteem due to negative comments.

iii. Increased feelings of loneliness and sadness.

- **Scenarios**
  - Afia compares herself to filtered photos on social media and feels she's not attractive enough. She begins to isolate herself.
  - A student receives insulting messages about her looks from classmates through a class WhatsApp group. She becomes depressed and refuses to attend school.

c. **Behavioural Consequences**

i. Reduced academic focus and performance.

ii. Aggression from exposure to violent content.

iii. Disobedience and conflict at home over device use.

- **Scenarios**
  - Yaw uses his phone late into the night chatting and watching videos. He wakes up tired and finds it hard to concentrate in school.
  - Kofi skips meals and isolates himself just to play online games. He misses schoolwork and stops socialising with friends.
  - A young learner is exposed to violent games and videos. He starts acting aggressively and becomes less empathetic toward others.
  - A boy argues with his parents daily when they ask him to put away his phone. His grades begin to fall.

5. **Safe and Healthy ICT Practices**
   a. Setting daily screen time limits (e.g., no more than 2 hours of recreational use).
   b. Taking breaks every 20–30 minutes during device use.
   c. Sitting upright at a desk with proper lighting.
   d. Using blue light filters or glasses to protect your eyes.
   e. Avoiding using devices at bedtime.
   f. Reporting and blocking cyberbully.
   g. Balancing online and offline activities.
6. **Role of Schools and Families**
   a. Educate learners on responsible ICT use.
   b. Monitor device usage and set boundaries.
   c. Encourage screen-free activities like reading or physical play.

LEARNING TASKS

1. Explain negative ICT practices and their common examples among adolescents.
2. Health implications of negative ICT practices on individuals.
3. Ways of reducing the negative health effects of ICT use.

PEDAGOGICAL EXEMPLARS

Starter Activity: 'Quick Tech Survey'

Objective: To activate learners' prior knowledge and spark interest in the topic.

Instructions

i. Ask learners to stand up and remain standing.
ii. Read out quick yes or no questions and let learners sit down when their answer is '**no**'
iii. Do you use a phone or computer daily?
iv. Have you ever used your device in the dark?

v. Do you sometimes stay online past bedtime?

vi. Have you ever experienced eye strain, back pain, or tiredness from using a device too long?

Debrief

Ask learners, 'what do you think all these things have in common?' allow them time to answer. After that introduce the concept: 'Today we will be discussing negative ICT practices and how they affect our health.'

Introductory Activity: 'ICT Scenarios Carousel'

Objective: To introduce learners to real-life ICT misuse and its health effects.

Instructions

- Prepare 4–5 brief scenario cards. Each describes a different ICT misuse, e.g.,

  A teen who scrolls social media for 5 hours a night and sleeps poorly.

  A learner who experiences eye strain and headaches from long gaming sessions.

  A learner using poor posture during long online classes.

  A peer who receives harmful messages online.

1. Someone who watches inappropriate content that changes their behaviour.
2. Place each scenario at a station around the classroom.
3. Divide learners into small groups and assign each group a starting station.
4. At each station, groups discuss:
5. What is the negative ICT practice?
6. What health effect can it cause?
7. How might the person improve the situation?
8. Group learners to interact briefly on the scenarios and debrief.

Debrief

Bring the class together and ask each group to briefly share their findings. Then summarise the lesson focus: 'These are some real ways ICT use can affect our health. Let's explore them further today.'

Talk for Learning, Initiating and Structuring Talk for Learning – Think-Ink-Pair and Share

ii. Pair learners up and ask them to think about things they usually do with their phones, computers or tablet in a day and any effect they experience using them and let each learner writes down their thoughts individually. Encourage them to reflect honestly on both productive and harmful practices such as online learning verse late-night scrolling, etc. This will help learners reflect on their own ICT usage patterns, distinguish between healthy and unhealthy digital behaviours and engage in meaningful peer discussions to draw connections between ICT habits and health implications.

iii. Instruct the pairs share their ICT habits with each other. Guide them with questions like the following using worksheets.

  What do you think is a healthy ICT habit?

  Have you ever experienced any health problems due to too much screen time?

  Do you or your friends set limits when using devices?

iv. Invite pairs to share key points with the entire class. Record common ideas on the board under headings such as:

Good ICT Practices (e.g., using blue light filters, regular screen breaks)

Bad ICT Practices (e.g., texting in the dark, playing games late into the night)

Health Effects (e.g., headaches, sleep disruption, eye strain)

Facilitate a brief class discussion on what could be done to reduce negative impacts.

Collaborative Learning Activity: Scenario Role Play

i. Divide the class into small groups of 4–6 learners and assign or let learners choose scenarios from a list of real-life ICT misuse situations, such as:

- Online bullying among classmates.
- Late-night screen time causing sleep problems.
- Excessive social media use and declining academic performance.
- Poor posture during long gaming sessions.
- Viewing harmful or age-inappropriate content.
- Sharing personal photos (sexting) and its aftermath.

ii. Learners develop a short script or improvise idea of negative ICT use and its health implications. Focusing on clearly showing the problem, its effects and a realistic solution. Each group performs their role-play (3–5 minutes long) in front of the class. Encourage creativity and expressiveness. This is to enable learners to understand and critically reflect on the health and social consequences of ICT misuse through dramatic role-play, teamwork and discussion.

iii. Post-Role Play Discussion

After each presentation. Ask the audience (other learners) to identify:

The ICT misuse demonstrated.

The health or social impacts shown (e.g., anxiety, eye strain, poor sleep, isolation).

How the characters handled or resolved the issue.

And allow the presenting group to explain their choices and reflect on what they learned.

iv. Reflection Questions

To deepen learning, ask:

What did you learn from the scenario?

Have you or someone you know experienced a similar situation?

What could you do differently in real life to avoid or address this problem?

v. Wrap up the lesson by recapping the negative ICT use, its health effects and how to solve them. Give feedback that celebrates effort and encourages thoughtful engagement with the topic.

KEY ASSESSMENT: Mid-Semester examination

Level 4: Short Answer Questions

1. a. Explain negative ICT practices.
   b. Give two examples common among adolescents.
2. a. Explain how excessive screen time affects physical health.
   b. Provide an explanation of excessive screen time with three examples physical health effects.
   c. Describe the three health effects of excessive screen time mentioned in (a).
3. Your school is planning to run a student-led campaign on the theme 'Healthy ICT habits for a better life'. You are part of the planning team. Develop a detailed proposal for the campaign. Your proposal should include:
   a. Three negative ICT practices students often engage in.
   b. One major health implication of each practice (physical, mental, or social).
   c. Three campaign activities you will organise to raise awareness and promote healthier ICT habits
   d. A brief explanation of how your campaign can influence long-term behaviour change in your school.

Reflection

While ICT offers many benefits, its misuse can harm health. Responsible use, parental guidance and self-discipline are vital to staying safe and healthy in the digital world.

HINT

*Conduct **Mid-semester Examination**. It should cover contents taught from Week 1 to 5. Refer to the **Table of Specification and Structure of the Paper**. Learners' papers should be marked immediately and scores entered into the SAP.*

Structure

Section A : 25 Multiple-choice questions

Section B: 2 Essay Questions

Table 1: Table of specification for item construction for section A and B

Week	Learning Indicator	Types of questions	DoK Levels				Total
			1	2	3	4	
1	Apply basic skills in performing individual and team sports (e.g., pickleball-Service and reception in pickleball)	MCQs	2	2	-		4
		ESSAY	-	-	-		-

2	*Apply basic skills in performing individual and team sports (e. g., pickleball – Forehand and backhand strokes in pickleball)* *Apply basic skills in performing individual and team sports (e. g., pickleball – Forehand and backhand strokes in pickleball)*	*MCQs*	*2*	*2*	*2*		*6*
		ESSAY	*–*	*–*	*1*		*1*
3	*Apply basic skills in performing individual and team sports (e. g., pickleball – footwork and movement on the court in pickleball)*	*MCQs*	*–*	*2*	*1*		*3*
		ESSAY	*–*	*–*	*–*		
4	*Apply the skills acquired from the previous lessons in a game situation*	*MCQs*	*3*	*2*	*1*		*6*
		ESSAY			*1*		
5	*Discuss the concept of the human skin, its care and grooming*	*MCQs*	*1*	*3*	*2*		*6*
		ESSAY			*1*		*1*
		Total	*8*	*11*	*9*		*28*

PLC Session 6

45 minutes | **Planning & Reviewing the Learning Plan**

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
   a. explain the week's concepts in a practical way that will make it easier for learners to understand.
   b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
   a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
   b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
   c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).

Note

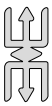
- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP).

a. The key assessment for the week is ***mid-semester examination***. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/ rubrics for the mid-semester examination (NTS 3k-3q).

10 minutes **Content Exploration**

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
   a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
   b. all teachers in the group work through the problem individually for 3–4 minutes
   c. the group then works through it together the problem, step by step
   d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes **Enactment**

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).
   a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
   b. After the enactment, ask for structured feedback from the group
      i. was the concept explained in a way that a learner with no prior knowledge could follow?
      ii. were the examples grounded in contexts familiar to Ghanaian learners?
      iii. did any misconceptions surface and if so, how were they addressed?

5 minutes **Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
   a. transfer your chats into your learning planner template.

b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).

c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section 2 Review (Part One and Two)

Section 2 covered two different learning indicators. The first, from Week 5, focused on the concept of human skin, including its care and grooming. The second, from Week 6, addressed negative ICT practices and their health effects on individuals.

During week 5, learners explored the structure, functions and importance of the human skin. Emphasis was placed on understanding the different layers of the skin, the role of skin in protecting the body and how proper care and grooming contribute to overall health and well-being. Learners identified types of skin and basic skin care routines, discussed common skin problems such as acne, rashes and fungal infections, particularly among adolescents. They engaged in collaborative activities and project work focusing on appropriate grooming habits and reflected on how poor hygiene, harsh products and skin bleaching can lead to irritation, infections and long-term damage of the skin.

In week 6, learners examined how irresponsible or excessive use of ICT can impact physical, mental, emotional and behavioural health. Learners discussed harmful practices such as prolonged screen time, poor posture, exposure to harmful content, sexting and cyberbullying among others. They explored the health implications of these practices, including eye strain, sleep disturbances, emotional stress and musculoskeletal problems. They also participated in interactive activities like scenario role plays and problem-solving tasks to suggest healthy ICT habits and identified practical strategies to mitigate risks such as using screen-time limits, adopting good posture and reporting harmful online behaviour.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 5

Table 1: Scoring Rubric for Human skin, its care and grooming (28 Marks)

Criteria	Excellent (4)	Very Good (3)	Satisfactory (2)	Needs Improvement (1)
Understanding of human skin *i. Structure and Functions of the Skin.* *ii. Skin Types and Factors Affecting Skin Health.* *iii. Common Skin Problems Among Adolescents.*	*Clearly and accurately explains the skin and all its three layers (epidermis, dermis, subcutaneous).* *Their roles or functions and relevance to overall health. (E.g., explains that the regulates temperature of the body, protects against germs and contains sensory receptors for sensation, etc.) and uses visuals to support their explanations.* *Accurately identifies all major skin types (normal, dry, oily, combination, sensitive) and clearly explains influencing factors like (diet, hygiene, climate, genetics, environment, lifestyle, etc.) affecting the health of the skins.* *Gives accurate and detailed examples (e.g., acne, eczema, blackheads) as common problems of the skin among adolescents, explains causes, symptoms and basic preventive measures.*	*Explains the main layers and basic functions but lacks minor details with omissions or inaccuracies. E.g., mentions protection and temperature control, but skips receptors.* *Identifies skin types correctly and explains most factors.* *Covers most common problems with some explanation but not in details.*	*Describes the skin briefly with basic or limited understanding, accuracy and gives unclear function descriptions. E.g., only says 'it covers the body and protects.'* *Identifies a few skin types with limited explanation of influencing factors.* *Mentions a few problems with minimal detail or examples*	*Incomplete or inaccurate explanation of the skin. E.g., mixes up layers or gives unclear definitions and functions.*

Explanation of Skin Care Practices *1. Cleansing, Moisturising, Bathing, and Sun Protection*	*Discusses specific skin care practices with reasons and examples (gives at least three examples). E.g., cleansing with gentle soap, moisturising dry skin, using sunscreen to prevent UV damage.* *Describes each care routine thoroughly, including proper techniques, importance, and their relevance to different skin types.*	*Mentions several care practices but with less explanation or fewer examples. E.g., lists washing face and using lotion.* *Describes most routines with moderate detail and examples.*	*Identifies a few care practices but does not justify their importance. E.g., 'You should wash your face.'* *Limited explanation and generalise routines without detail.*	*Very few or irrelevant skin care tips. E.g., 'drink water' but gives no explanation or relation to the skin.* *Incomplete or incorrect description of care routines.*
Explanation of Grooming Habits	*Clearly describes daily or weekly grooming habits like nail trimming, bathing, hair care and explains their role in hygiene and appearance. E.g., explains how regular trimming prevents fungal infections and bathing prevents odour and skin diseases.*	*Lists relevant grooming habits with some explanation. E.g., 'bathing daily is important' but gives no reason.*	*Lists habits without explanation or gives unclear reasons. E.g., 'Combing hair makes you look nice.'*	*Mentions few or incorrect grooming habits. E.g., focuses only on clothing or perfumes without personal grooming.*
Group Collaboration & Presentation	*Excellent teamwork, clear roles, fluent, engaging and well-organised presentation.* *Group shows clear role-sharing, logical flow of presentation, and good coordination. E.g., one member introduces, another explains, others present visuals.*	*Teamwork is evident, though roles are not always balanced but structure is mostly logical. E.g., one member dominates, others contribute occasionally.*	*Some members participate, but the presentation lacks structure or balance.* *Uneven contribution and the organisation lack clarity.*	*Poor teamwork (One or two) members dominate the presentation.* *Poor coordination and disorganised or incomplete delivery.*

Creativity and Use of Visual Aids	*Very creative and visually engaging project with attractive, well-labelled visuals (posters, diagrams, charts, models, slides and videos). E.g., a labelled diagram of skin layers and care steps.*	*Some creativity shown; visuals used appropriately. Visuals are relevant but less creative or detailed. E.g., poster with brief bullet points and a few images.*	*Minimal use of visuals or creativity. Some attempt at visual aids, but not well-developed or unclear. E.g., handwritten chart with spelling errors that lacks clarity or appeal.*	*No creativity. no visuals or visuals are inappropriate and confusing. E.g., irrelevant pictures from magazines, unclear drawings that do not really show what is being presented.*
Use of Real-life Examples and Practical Tips	*Incorporates relevant examples (e.g. sunscreen for outdoor activity, proper bathing practices, or teen skin care products).*	*Some relevant examples used, though not well-developed.*	*Few general examples used without much connection.*	*No real-life examples or practical relevance provided.*
Communication and Presentation Skills	*Clear and confident speaking.* *Appropriate language and fluency.* *Answers questions well and straight to the point.*	*Mostly clear and confident with minor issues of clarity.*	*Sometimes unclear with low confidence.* *Limited engagement with audience.*	*Poor communication skills.* *Unclear, incomplete or wrong responses.*

HINT

When assessing the group project work, combine both group and individual components to ensure fairness and accountability.

For instance,

Group Score (e.g., 60%) – Award this based on the overall quality and success of the group's output (e.g., the presentation or final product). Share this score equally among all group members.

Individual Score (e.g., 40%) – award this based on each learner's personal effort, specific role in the group, level of participation, reflection or peer feedback. This component recognises and rewards individual contribution within the group task.

MARKING SCHEME FOR SHORT ANSWER QUESTIONS (20 MARKS)

Table 2:

Marking scheme for short answer question WEEK 6

Question numbers	Answers	Total score
Q1. *a. Explain the term negative ICT practices.* *b. Give two examples common among adolescents.*	*2 marks for clearly and correctly indicating the central idea for negative ICT practices.* *(e.g., Inappropriate, harmful or unproductive use of Information and Communication Technology tools).* *2 marks for giving two or more examples to support the explanation* *1 mark for giving one example to support the explanation* *0 marks for not giving any example to support the explanation*	*4 marks*
Q2 *a. Explain how excessive screen time affects physical health.* *b. Provide an explanation of excessive screen time with three examples physical health effects.* *c. Describe the three health effects of excessive screen time mentioned in (a).*	*2 marks for correct explanation of excessive screen time with examples.* *1 mark for correct explanation of excessive screen time without examples.* *(e.g., Spending many hours in front of electronic screens, often beyond the recommended limits of 2 hours per day children and adolescents. Some examples of electronic screens are smartphones, tablets, computers, televisions and gaming devices).* *1 mark each for three health effects and their explanation* *0 marks for identifying the physical health effects without explanation.* *Hint: Accept any other relevant points that is not stated here.* *Examples:* *Eye strain and visual problems: Prolonged focus on screens can cause digital eye strain, leading to dry eyes, blurred vision, and headaches.* *Poor posture and muscle pain: Sitting for long periods, especially with poor posture, can lead to back, neck, and shoulder pain—commonly known as "tech neck."* *Reduced physical activity and obesity: More screen time usually means less physical movement, contributing to weight gain, reduced fitness, and increased risk of chronic diseases.* *Sleep disruption: Using screens before bedtime can interfere with melatonin production, making it harder to fall and stay asleep.* *Delayed motor development in children: For younger users, too much screen time can replace active play, delaying the development of physical coordination and motor skills).*	*6 marks*

Q 3. *Your school is planning to run a student-led campaign on the theme 'Healthy ICT Habits for a Better Life.'* *You are part of the planning team. Develop a detailed proposal for the campaign. Your proposal should include:* *a. Three negative ICT practices students often engage in* *b. One major health implication of each practice (physical, mental, or social)* *c. Three campaign activities you will organise to raise awareness and promote healthier ICT habits* *d. A brief explanation of how your campaign can influence long-term behaviour change in your school*	*1 mark each for identifying 3 relevant negative ICT practices* *1 mark each for linking each practice to a specific and accurate health implication (up to 3 marks)* *1 mark each for proposing 3 creative and practical campaign activities.* *1 mark for clearly explaining how the campaign could influence behaviour* *Negative ICT practices and health implications* *Excessive screen time: Leads to eye strain, sleep disorders, and headaches* *Poor posture when using devices: Causes back and neck pain, poor spinal alignment* *Cyberbullying or online harassment: Triggers anxiety, low self-esteem, and social withdrawal* *Campaign Activities* *Poster and infographic display on the school notice board about healthy screen habits* *Short skirts or drama showing the emotional impact of cyberbullying* *ICT Health Challenge Week where students log screen time, practice good posture, and report on how they feel* *How the campaign influences behaviour* *The campaign makes leaners reflect on their daily tech habits, encourages open conversations about online stress, and gives practical tips. By engaging learners actively, it builds awareness and encourages peer responsibility, helping them adopt balanced ICT practices long-term.*	*10 marks*

SECTION 4: TRADITIONAL GAMES – PART ONE

STRAND: PHYSICAL ACTIVITY AND HEALTH

Sub-Strand: Traditional Games

Learning Outcome: *Demonstrate the ability to perform chaskele.*

Content Standard: *Demonstrate the ability to apply basic movements in performing traditional games.*

INTRODUCTION AND SECTION SUMMARY

Chaskele is a popular traditional Ghanaian game, mostly played by children and youth using simple and readily available materials like a crushed can and a stick. The game involves two main roles. A thrower who attempts to throw a crushed can or a maize cob into a basket, car tyre, bowl, card box or a b backet and, a defender who tries to prevent or block the item thrown using a bat or stick before it reaches the target. Chaskele requires agility, hand-eye coordination, quick reflexes and teamwork.

Introducing learners to this game will enhance their physical and motor skills and will also encourage creativity, cultural appreciation and social bonding. Through this learning experience, learners will become more aware of their physical abilities while preserving a vital aspect of Ghanaian heritage.

This section focuses on enabling learners to identify and perform the core skills involved in Chaskele. These skills include striking with accuracy, defending effectively, developing quick reaction time and moving efficiently within the playing area. Learners will practise these skills through engagement in warm-ups, skill drills, role-specific activities and a small-sided Chaskele game. Emphasis is also placed on teamwork, strategy, fair play and inclusive participation. By the end of the section, learners will confidently demonstrate and apply these core skills during a game and appreciate the cultural significance of Chaskele as both a physical and recreational activity.

The week covered in this section is:

Week 7: Identify the basic skills in performing chaskele

SUMMARY OF PEDAGOGICAL EXEMPLARS

This section presents pedagogical approaches for teaching the core skills required to perform Chaskele effectively. Key strategies include guided demonstration and modelling, where learners will be introduced to proper techniques for striking, blocking and defending with a bat or stick. Learners will also engage in collaborative learning through paired and group practice, enhancing their coordination and teamwork skills. Skill stations will be set up to allow focused repetition of key movements, ensuring each learner gets the opportunity to develop competence across all areas of the game. Game-based learning will provide an engaging platform for applying skills in real play situations, while targeted questioning and structured peer feedback will be used to support critical thinking and reinforce learning outcomes.

ASSESSMENT SUMMARY

Assessment tasks should be designed to target the core skills in performing Chaskele. Tasks should focus on key elements such as throwing accuracy, striking technique, defending or blocking and movement coordination, while differentiating for varied learner skill levels. Structured peer feedback, collaborative strategies and game-based scenarios within mixed-ability and mixed-gender groupings should be used to assess learners effectively. Clear rubrics should be created to evaluate learners' skill demonstrations, teamwork and ability to apply techniques in game situations as well as their oral or written reflections on performance and improvement.

Assessment Summary Table: 4

Week	Indicators	DoK Level	Assessment Strategy and Mode
7	Demonstrate the ability to apply basic movements in performing traditional games.	Level 3	Practical

WEEK 7

Learning Indicator: *Identify the core skills in performing chaskele*

FOCAL AREA: CHASKELE

CHASKELE

Chaskele is a traditional game played in Ghana and several other West African countries. It has a long history and has been passed down through generations, although its exact origin remains uncertain. Some believe it may have originated in ancient Egypt and was introduced to West Africa through trade routes. Others believe it was developed by African tribes to pass time and hone their skills.

Regardless of its origin, Chaskele has been played for many years and is popular among children, teens, and adults. In the past, it was used to teach children discipline, strategy, and teamwork, while also keeping them active and healthy due to its physical nature.

Today, Chaskele is still played in Ghana, though it has been somewhat overshadowed by more modern forms of entertainment. Despite this, it remains an important part of Ghanaian culture and heritage, enjoyed by people of all ages.

The game is energetic and competitive, requiring minimal equipment, which makes it accessible to many. Chaskele is somewhat similar to cricket or baseball but adapted with local materials. The game involves two roles: the thrower and the hitter (or defender). The thrower aims to get an object—often a crushed can or maize cob—into a container. The hitter's job is to stop this by using a stick or bat to hit the object away before it reaches the target.

1. **Basic Rules of Playing Chaskele**

   The rules can be modified to suit individuals or groups playing the game.

   a. **Players and Teams**

      i. Players and Teams: The game is usually played between two individuals or two teams (a thrower and a defender).

      ii. One player is the thrower (or bowler) and the other is the hitter or defender.

   b. **Materials needed to play the game**

      Chaskele is played using materials such as stick, club or bat, containers such as a basket, bucket, car tyre, card box and small objects that can be thrown such as plastic bottles, maize cobs or crushed cans.

      i. **Ball:** The ball used in the game is usually made from everyday items like a crushed milk can, tomato can, beverage can, plastic drink bottle, or a maize cob. These objects are used as the target to be hit during the game.



Figure 7.1: *Crushed cans used in playing Chaskele as a ball*



Figure 7.2: *Maize cob used as a ball in playing Chaskele*

ii. **A target area or container:** The goal is usually an old basket, bowl, bucket, car tyre, or empty cardboard box placed in a specific area. It serves as the target where the thrower tries to toss the object, while the defender tries to stop it from going in.



Figure 7.3: *A basket positioned at a designated spot where players aim to throw the can or maize cob*



Figure 7.4: *Buckets placed at a specific target point where players attempt to throw the can or maize cob*



Figure 7.5: *A designated car tyre where players aim to toss the can or maize cob during the game*

iii. **Stick, club or bat:** This is used as a bat to hit, strike, knock, or kick the object away when it is thrown.



Figure 7.6: *Players holding clubs as bats used in playing Chaskele*



Figure 7.7: *Players playing Chaskele*

c. **Scoring**

i. A point is awarded to the thrower if the object thrown enters the basket or lands close to it, depending on the agreed rules.

ii. The defender gains a point for successfully blocking or hitting away the object.

d. **Fouls and Penalties**

i. Throwing or hitting the object in a way that endangers others or goes far off-target may be considered a foul.

ii. Rough play or arguments can result in a forfeit or temporary removal from play.

e. **Winning the Game**

i. The game continues for a set of time or number of turns.

ii. The player or team with the most points at the end wins.

2. **How to play the game**

i. A line drawn as a designated place to stand and throw the object, with a container placed at a distance agreed by the players. Each player is required to have a stick or a bat and an object to throw.

ii. Players stand behind the line, and each player shows his/her can or maize cob with the aim of throwing it into the container. Players who successfully throw their object into the container get the chance to be the hitters. Those who don't make it continue in the role of thrower, aiming to get the object into the container.

iii. Whenever the object is hit, smashed, or kicked away, the thrower must go and retrieve it. They then stand at the spot where it landed and, after a signal from the hitting team, throw it again, trying to get it into the container.

iv. If a player on the hitting team fails to hit or kick the object away and it lands in the container, that player switches roles and joins the throwers. The game continues this way until the last person manages to get their object into the container.

An instance where the object hits a member of the hitting team, the parties involved will have a shot at the container. Just like at the start of the game.

v. If a member of the throwing team catches the object in the air before it hits the ground after being hit or kicked, it's called "going to court." When this happens, the hitting team might sing a playful or mocking song. The song often carries a message like:

"When your mother, father, sister, or brother sends you, will not go—
But when Chaskele sends you, you have no option than to go.
There is no friend or family member or loved one in the game of Chaskele."

This adds fun and humour to the game, showing that everyone is equal while playing.

3. **Cultural Values and Purpose of Chaskele**

Chaskele is more than just a traditional Ghanaian game, it symbolises cultural values that reflect the social and communal life of the people. Key cultural values associated with Chaskele include:

a. **Creativity and Resourcefulness**

i. Chaskele demonstrates how communities create enjoyable games using locally available materials like empty cans, sticks and buckets.

ii. It reflects the innovative spirit of Ghanaian children and youth, turning simple objects into exciting play tools.

Example: Children and young people repurpose old tins and sticks to make bats and targets, showing how games can emerge from everyday items.

b. **Community and Togetherness**

i. The game fosters strong social bonds as it is often played in groups within neighbourhoods or in schools.

ii. It encourages cooperation, teamwork and interaction among peers.

Example: Children and young people from different households come together after school or farm to play Chaskele, building friendships and social cohesion.

c. **Discipline and Fair Play**

i. Chaskele teaches respect for rules, turn-taking and sportsmanship which are important moral values in Ghanaian society.

Example: Children and young people playing the game must strictly follow the rules to avoid penalties of being taken out of the game. This builds discipline and honesty from a young age.

d. **Physical Fitness and Active Living**

i. The game promotes active lifestyles and physical development enhancing coordination, agility and strength through running, throwing, defending and shitting or batting.

Example: Playing Chaskele regularly helps children and young people to build strength, coordination and endurance.

e. **Skill Building**

i. Chaskele develops motor skills such as throwing accuracy, striking technique, and strategic thinking.

Example: players practice aiming and timing their throws or hits, improving precision and control.

f. **Preservation of Cultural Heritage**

i. Playing Chaskele helps pass down indigenous games from one generation to another, preserving Ghana's rich cultural identity.

Example: Parents and elders often teach children how to play Chaskele, maintaining the tradition and history of the local games.

4. **Mathematical Concept of Chaskele**

The game of Chaskele has several mathematical concepts embedded in it. While the players have fun, they also consciously or subconsciously learn various mathematical concepts. These concepts include:

a. **Geometric:** That is angles, the path of the object after it has been kicked with the bat can be described using geometrical concepts such as angles and trajectories. This can help children learn these concepts with ease.

b. **Probability:** The probability of hitting a target can be calculated based on the size and position of the target and the skill of the player involved. This can help children and young people in a real-life situation will serve as previous knowledge to the concept of probability.

c. **Logical reasoning:** This involves players planning their moves and anticipating the move of their opponents. These involve reasoning and problem-solving skills, which are important mathematical concepts necessary to every individual.

d. **Angle of depression:** The angles at which players stand to throw their object can be used as a bases to teach and learn angles of depression. Since the players have to look down and aim at the opening of the container.

e. **Measurement:** The distance between the two designated places used in Chaskele can be measured using standard units of measurement such as metres and feet. This can help children learn about measurement and standard units of length.

While Chaskele may not be directly related to mathematics, it can provide an opportunity for children and young people to learn and practice in an interactive way.

5. **Core Skills in Performing Chaskele**

a. **Throwing Skills**

i. **Accuracy:** Players must develop precise throwing techniques to aim the can or object effectively at the target (e.g., bucket or tyre). Judging distance and direction is essential.

ii. **Power Control**: The strength behind the throw must be regulated. While some situations may require powerful throws, maintaining control ensures the throw remains purposeful and on target.

iii. **Spin and Trajectory**: Skilled players may add spin or adjust the angle of the throw to influence its flight path, making it more difficult for the defender to anticipate or intercept.

iv. **Deception:** Varying styles, speeds or angles can confuse opponents and create scoring opportunities.

b. **Batting Skills**

i. **Timing:** Successful batting requires hitting the incoming object at just the right moment.

ii. **Power Generation**: Defenders be able to strike the object with enough force to redirect it away from the target or into a strategic position.

iii. **Placement:** Precision in directing the object to specific areas, such as poorly defended zones or to a teammate, enhances gameplay.

iv. **Defensive Blocking**: The bat or stick is also used to prevent the object from entering the container by intercepting or deflecting it.

c. **Hand-Eye Coordination:** This is a critical skill for players to be able to accurately track the movement of the can and time their responses to either swing the bat or prepare to throw with precision and speed.

d. **Hitting and Defending**

i. **Precision and Reflexes**: Hitting is central to the game. It demands sharp reflexes and the ability to connect cleanly with the moving can or maize cob.

ii. **Goal Defence:** The defending player's objective is to hit or block the can before it enters the container (e.g., basket or bucket), effectively preventing the thrower from scoring.

iii. **Preventive Action**: A well-timed hit or block can break the speed of the attacking team and shift the game's dynamics.

LEARNING TASK

Actively participate in a game of Chaskele, following the rules and effectively applying the core skills such as throwing, batting, defending and teamwork during the game.

PEDAGOGICAL EXEMPLARS

a. Starter Activity: What is in a Game (5-7 minutes)

Objective: To activate learners' prior knowledge and build interest in Chaskele game.

Activity steps

- *Showcase materials* - Display crushed cans, maize cob, stick and a bucket or container.
- *Ask prompt questions* -

  Have you ever played a game using any of these items?

  Can you guess what this traditional game might involve?
- *Short group brainstorm* - In small groups, learners suggest how they think the game is played.

- *Brief introduction* - Explains the basics of Chaskele, its history, rules, cultural value, mathematical concepts, core skills, purpose and importance.

b. **Warm-up Activity:** Target Focus Circuit (8–10 minutes)

Objective: Physically prepare learners for throwing, striking and movement involved in Chaskele.

Warm-up breakdown

- *Jog and Stretch (3–5 mins)* - Light jogging around the space.

  Arm swings, torso twists, wrist and ankle rolls.

- *Dynamic Drills (5 mins)*

  Throw and Catch in Pairs: Learners throw small objects (plastic bottles, maize cob, etc.) to each other, aiming for accuracy.

- *Stick Taps:* Learners gently tap the ground with their sticks rhythmically to warm up hand-eye coordination.

- *Quick Steps Around a Target:* Place a bucket in the middle of the field or demarcated lesson area and ask learners to take fast side steps around it to simulate defending.

a. **Main activity**

Collaborative Learning, Talk for Learning Skill Demonstration and Modelling

i. **Throwing Accuracy Drill:** Demonstrates how to throw the can towards a target (like a bucket, tyre, or basket). Emphasise proper arm action, body alignment and judging distance. Instruct learners to take turns aiming and throwing at an imaginary target from increasing distances. Explain the importance of force control and flight path of the objects. Observe learners closely and correct their posture or throwing style. Provide verbal cues like 'follow through' or 'aim low'.

ii. **Batting and Defending Drill**: Models how to properly hold and swing the stick (bat) to hit or block the can effectively using timing. Ask learners to observe how to defend the bucket, basket or tyre by redirecting the cans from entering the container. Pair learners to practise the skill, take turns throwing and batting or blocking. Guide pairs and give feedback during practice. Reinforce safety, e.g., proper spacing when swinging.

Collaborative Learning: Throw, Catch and Hit or Bat Relay (Chaskele Skill Rotation Practise)

i. Organise learners into mixed-ability teams, ensuring each group includes individuals with varying skill levels to promote peer learning and inclusiveness. Assign specific roles within the activity for example, one learner takes on the role of the thrower, another as the catcher, and another as the batter or defender. Clearly explain the rules of the game, the sequence of skill execution (e.g., throw → catch → bat) and the importance of taking turns to ensure every learner is actively involved.

ii. Emphasise the value of teamwork, encouraging learners to communicate effectively, support each other with constructive peer feedback and cooperate to improve performance. As the activity progresses, rotate roles so all learners experience each part of the game. Move between groups to offer guidance, support struggling learners and clarify movements or rules as needed to ensure both skill development and engagement for all participants.

Setup

- Draw three parallel lines on the ground at increasing distances and label them Line 1, Line 2 and Line 3.
- Place a container (bucket, basket, or tyre) on Line 3 to serve as the target defended.
- Divide the class into three sub-teams and assign each team to queue behind one of the lines.

Rules

- The learners at Line 1 will begin with the throwing of objects (e.g., cans, maize cob, etc).
- The learners at Line 2 will act as interceptors or receivers (they will catch the object).
- The learners at Line 3, where the target containers are placed, will hold sticks or bats to hit the object away from entering the container.

Execution

- On the teacher's signal, the first learners at Line 1 throw the objects to the first learner at Line 2.
- The learners at Line 2 catch (catch) the object and quickly turn and throw it to the learner at Line 3.
- The learner at Line 3 attempts to hit the object using a stick or bat, aiming to direct it away from the container.

Rotation

- After a full round (when all three groups of learners from each line have taken their turn), teams rotate positions:
- Team from Line 1 moves to Line 2
- Team from Line 2 moves to Line 3
- Team from Line 3 moves to Line 1
- Repeat the activity until all teams have experienced all three roles: throwing, catching and hitting.

Objective: This relay activity helps learners practise and develop the core skills of Chaskele, throwing with accuracy and hitting or batting with control while promoting teamwork, turn-taking and coordination.

Game-Based Learning: Mini Game (Modified Chaskele)

i. Draw lines or use cones to clearly mark the starting point and indicate the target zone using any of the following bucket, basket, cardboard box or tyre. Organise learners into small teams and explain the structure and flow of the mini game to them on how each team will alternate roles in throwing, batting or defending target container.

ii. Let them understand that points will be scored by either successfully throwing the object into the target or defending against it effectively. Emphasise rules of fair play, safety and teamwork before the game begins. Monitor the environment and stick use carefully to avoid accidents or crowding. Encourage mixed-ability and mixed-gender grouping to promote inclusion and equal participation.

iii. As the facilitator and referee, enforce game rules, manage transitions and foster a positive sporting environment. Pause the game periodically to highlight teachable moments such as an effective aim or defensive strategy and use reflective questioning like:

- What made that throw successful?
- How did your positioning affect your ability to block the object?

iv. Record observations using checklists or rubrics that assess learners' application of core skills, teamwork and game awareness. Provide supportive and formative feedback during and after the game to reinforce learning and encourage improvement.

v. Conclude with a brief reflection session, allowing teams to share what they did well and what they would like to improve. The team with the highest number of points at the end is declared the winner, but the focus remains on skill development, cooperation and enjoyment of the game.

KEY ASSESSMENT – Practice

Level 3: Practical Demonstration of key Skills, Rules and Teamwork in Chaskele.

a. In teams, demonstrate the proper skills, rules and teamwork in playing Chaskele and explain the cultural relevance and values of the game.

Assessment Mode: Practical

Learners' performance will be assessed based on the following:

1. Understanding and application of the rules.
2. Skill in playing (throwing and batting or defending).
3. Teamwork and fair play.
4. Reflection on the cultural relevance of the game.

Reflection

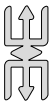
Chaskele is a traditional game played in Ghana and other West African countries. It involves using a stick or bat to hit an object away from a target, usually a basket or bucket. In the game, the hitter (or defender) tries to stop the object—thrown by an opponent—from entering the container by hitting or kicking it far away. Meanwhile, the thrower tries to outsmart the hitter and get the object into the container.

PLC Session 7

45 minutes	Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
   a. explain the week's concepts in a practical way that will make it easier for learners to understand
   b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).

3. Use your subject specific app to plan your lesson. Ask the app to
   a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
   b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
   c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



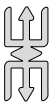
Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app
   a. The key assessment for the week is ***practice***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the practice (NTS 3k-3q).

10 minutes **Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
   a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
   b. all teachers in the group work through a similar problem individually for 3–4 minutes
   c. the group then works through the problem together step by step
   d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes **Enactment**

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).
   a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
   b. After the enactment, ask for structured feedback from the group

i. was the concept explained in a way that a learner with no prior knowledge could follow?

ii. were the examples grounded in contexts familiar to Ghanaian learners?

iii. did any misconceptions surface and if so, how were they addressed?

5 minutes	Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
   a. transfer your chats into your learning planner template.
   b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
   c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section 3: Part One Review

This section focused on teaching learners how to play Chaskele. Using a variety of learner-centred pedagogical approaches such as demonstration and modelling, collaborative learning, skill drills and game-based learning. Learners were guided through structured activities that progressively built skill competence and confidence. Learners engaged in practical tasks that emphasised throwing accuracy, batting and defending, reaction timing and teamwork. The mini-game format provided a platform for learners to apply skills in real-time, reflect on performance, and receive feedback. Overall, the section reinforced physical literacy, cultural appreciation, and essential movement skills through an active and enjoyable learning process.

MARKING SCHEME FOR THE KEY ASSESSMENT

WEEK 7

Table 1: Scoring Rubric for Chaskele (16 Marks)

Criteria	Excellent (4)	Very Good (3)	Satisfactory (2)	Needs Improvement (1)
Application of Rules .	*Fully follows and applies all game rules without reminders.*	*Follows most rules, with few reminders.*	*Understands the basic rules but occasionally needs guidance.*	*Struggles with rules, frequently violates or needs constant support.*
Skill Execution (throwing batting/ defending)	*Demonstrates high control and accuracy in throwing, hitting or defending.*	*Shows good control with occasional errors.*	*Demonstrated basic skills but with frequent errors.*	*Limited skill and control that hinders performance flow of game.*
Teamwork and fair play	*Works very well with others, shows respect and strong sportsmanship.*	*Cooperates and supports teammates most of the time.*	*Participates in teamwork with some effort but inconsistent.*	*Shows poor teamwork or attitude that disrupts fair play*
Cultural understanding (Reflection)	*Thoroughly expressed* *deep insight on the cultural relevance and values of Chaskele.*	*Shows clearly an understanding of the game's cultural meaning.*	*Had basic idea of the game's cultural role with minimal explanation.*	*Lacks cultural insight or shows unclear and incomplete understanding of the cultural relevance and values of Chaskele.*

SECTION 5: SPORTS PARTICIPATION – PART TWO

STRAND: PHYSICAL ACTIVITY AND HEALTH

Sub-Strand: Sports Participation

Learning Outcome: *Demonstrate the ability to use basic skills in performing individual and team sports (e.g., pickleball, tennis, etc.).*

Content Standard: *Demonstrate the ability to apply various skills in performing team and individual sports (e.g., pickleball, tennis, etc.)*

INTRODUCTION AND SECTION SUMMARY

Tennis is a popular individual and team sport played across the world, known for developing physical fitness, mental alertness, coordination, and strategic thinking. It is played either between two individuals (singles) or two teams of two players (doubles), using a racket to hit a ball over a net into the opponent's court. In physical education, learning tennis helps learners develop fundamental movement skills such as agility, balance and hand-eye coordination, while also instilling important values like discipline, perseverance and fair play. This section introduces learners to the game of tennis, covering the core skills, rules and techniques required to play.

In this section, learners will be introduced to the sport of tennis, beginning with a brief history and an overview of the game. The focus is placed on fundamental skills which include how to hold the racket (grip), positioning the body (stance) and performing the forehand and backhand strokes. Learners also will also explore the rules of the game and practise these skills through individual drills and mini games. By the end of the section, learners should be able to identify and demonstrate core tennis skills and apply them in simplified game situations, showing an improved understanding of technique, movement and game play.

The weeks covered in this section are:

Week 8: Apply basic skills in performing individual and team sports (e.g., tennis - introduction to tennis).

Week 9: Apply basic skills in performing individual and team sports (e. g., tennis - forehand and backhand strokes in tennis).

Week 10: Apply the skills acquired from the previous lessons in a game situation.

SUMMARY OF PEDAGOGICAL EXEMPLARS

This section presents a range of pedagogical strategies designed to enhance the effective teaching of tennis to learners. Central to these approaches is **talk-for-learning,** a method that encourages learners to actively engage in guided discussions where they will help to explain, question and demonstrate fundamental tennis skills. Through this approach, learners will deepen their understanding of the important elements such as the rules of the game, proper grip, body stance, service, reception, ball control and court movement. These components are introduced using clear explanations and demonstrations to ensure learners can both visualise and practise each technique with confidence.

To complement this, **game-based learning** will be integrated into the instructional process. This approach promotes active participation by allowing learners to acquire skills through simplified and structured game scenarios that mirror real match conditions. It fosters enjoyment, motivation and skill transfer. In addition, **collaborative learning** will be employed to nurture peer interaction and cooperative skill development. Learners will be organised into pairs and small groups to explore, practise and reflect on core tennis techniques. Emphasis will be placed on the execution of service and reception, forehand and backhand strokes, as well as effective footwork and movement around the court. These group tasks will not only enhance technical competence but also develop communication, teamwork and critical thinking skills, all of which are essential in both individual and team sports contexts.

ASSESSMENT SUMMARY

Assessment tasks should be intentionally designed to target the key elements of tennis to ensure that learners are evaluated on their understanding and application of fundamental components such as the rules of the game, grip, stance, service, reception, ball control and court movement. These tasks must accommodate varying skill levels by including differentiated approaches that support both beginners and more advanced learners. To ensure fairness and clarity in evaluation, detailed assessment rubrics should be developed. These rubrics will assess learners' oral explanations of skills and rules, practical demonstrations of techniques and overall performance within game contexts.

Assessment Summary Table: 5

Week	Indicators	DoK Level	Assessment Strategy and Mode
8	Apply basic skills in performing individual and team sports (e.g., tennis – introduction to tennis).	Level 3	Practical
9	Apply basic skills in performing individual and team sports (e. g., tennis – forehand and backhand strokes in tennis).	Level 3	Practical
10	Apply the skills acquired from the previous lessons in a game situation.	Level 3	Practical

WEEK 8

Learning Indicator: *Apply basic skills in performing individual and team sports (e.g., tennis –introduction to tennis)*

FOCAL AREA: INTRODUCTION TO TENNIS

SERVICE AND RECEPTION

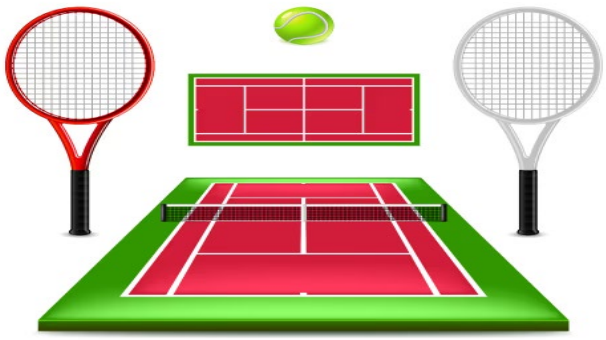


Figure 8.1: *Some tennis equipment*

What is Tennis Game?

Tennis is a racket sport played either as an individual or as a team game, where players use a racket to hit a ball over a net into the opponent's court with the aim of scoring points. The game is played on a rectangular court divided by a net, where players use a stringed racket to hit a felt-covered rubber ball across the net. The aim is to strike the ball in a way that it lands within the opponent's side of the court and cannot be returned according to the game's rules. Whenever a player fails to return the ball successfully, the opponent earns a point.

1. **Rules of the Game**

   Rules are official guidelines that govern how a game is played. Tennis is governed by a set of rules that guide how the game is played, scored and won. Understanding these basic rules is key for both beginners and experienced players to ensure fair play and enjoyment.

2. **Serving Rules**

   a. A tennis match begins with a serve, which must be hit diagonally across the net into the opponent's service box.

   b. The serve must clear the net and land within the correct service box (there is no 'kitchen' in tennis).

   c. The server has two chances (called first serve and second serve) to make a valid serve.

   d. A fault is called if the first serve is out or does not land in the correct service box.

   e. If both attempts fail to land in the correct service box, it is a double fault, and the point goes to the opponent.

   f. If the serve hits the net but still lands in the correct service box, '**Let**' is called and the server replays the point without penalty.

Once the ball is in play, both players rally by hitting the ball over the net using their rackets. The ball must land within the boundaries of the opponent's court and players are not allowed to let the ball bounce more than once on their side.

A point is lost if a player;

- Fails to return the ball before it bounces twice.
- Hits the ball out of bounds.
- Hits the net with their racket or body.
- Or fails to serve correctly.

i. **Start Position**

- The server must stand behind the baseline which is between the centre mark and the sideline (depending on whether the game is single or doubles).
- The server's feet must not touch the baseline or court until after the ball is hit.

ii. **Serve Rotation**

- The first serve of each game starts from the right side (deuce court).
- After each point the players alternate sides (right to left and so on).

iii. **Ball Toss and Hit**

- The server must toss the ball into the air and strike it before it touches the ground and hit diagonally across the court into the opponent's service box.

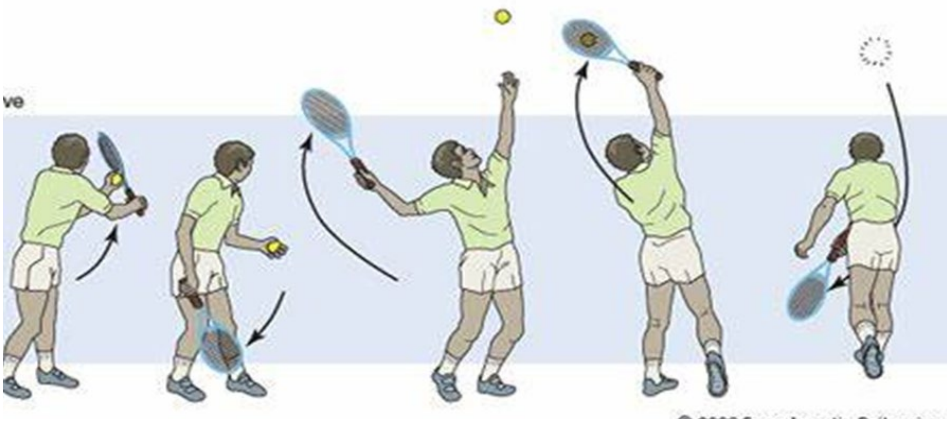


Figure 8.2: *The Service Execution in Tennis*



Figure 8.3: *Execution of the Tennis Serve by a Person with Physical Challenges*

3. **Receiving the Served Ball**

a. **Ready Position**

The ready position in tennis is a balanced stance that allows players to quickly react to the serve and transition into a return shot effectively.

i. Stand behind the baseline, near the centre mark of side of the court (this gives equal access to both sides for a forehand or backhand return).

ii. Feet shoulder-width apart, knees slightly bent and weight balanced on the balls of feet. This athletic stance keeps player light and ready to move in any direction.

iii. Racquet held in front of body around the waist to chest height, using both hands in a neutral grip. Arms relaxed and elbows slightly bent, ready to turn and prepare for either a forehand or backhand return.



Figure 8. 4: *Ready Position to Return a Shot in Tennis*

b. **The Scoring**

Either player or team can score a point, regardless of who is serving or who serves first.

The scoring system in tennis is unique. A player must win four points to win a game, and the points are counted as follows: 0 (love), 15, 30, 40 and game. If both players reach 40, it is called deuce. From deuce, a player must win two consecutive points (that is to lead with two points difference). The first is called advantage, and if the same player wins the next point, they win the game. If the opponent wins the next point, the score returns to deuce.

The scoring system in tennis is unique and quite different from other sports and may seem unusual at first. To win a game, a player must win at least four points, but they must also be ahead by two clear points.

a. **How the Points are Counted**

Instead of using 1, 2, 3, 4, tennis uses a unique point system:

0 points is called Love

1 point is 15

2 points is 30

3 points is 40

4 points is Game (only if the player is ahead by two points).

This means that, if a player wins the first point, the score is 15–0. If the same player wins another point, it becomes 30–0 and so on.

b. **What Happens at 40–40 (Deuce)**

When both players reach 40, the score is called 'deuce'. This means that the game is tied and a player must now win two points in a row to win the game.

The first point after deuce is called 'advantage' (or 'ad' for short).

If the server wins the point, it is called 'advantage in' (or 'ad in').

If the receiver wins the point, it is called 'advantage out' (or 'ad out').

If the player who has the advantage wins the next point, they win the game.

If the player with the advantage loses the next point, the score returns to deuce, and the process continues until one player wins two consecutive points from deuce.

Example

Player A and Player B both reach 40 - score is deuce.

Player A wins the next point - score is advantage Player A.

Player A wins the following point - Player A wins the game.

BUT if Player B had won the second point, the score would go back to deuce and they would continue playing.

Summary on scoring

Player must win by two points.

At 40 - 40 (deuce), play continues until one player wins two points in a row.

The first of those points is called advantage.

If a player loses the point at advantage, it goes back to deuce.

c. **Faults**

Foot fault: Stepping on or over the baseline before hitting the ball when serving.

Net fault: Serve hits the net and does not land in the proper box.

Out: Serve lands outside the correct service box or court.

d. **The Set**

A tennis match is divided into sets, and each set is made up of games. To win a set, a player must win at least six games, but they must also lead by at least two games. For example, a score of 6-4 means the set is over, but if the score is 6-5, the set continues until one player leads by two games (e.g., 7-5). If the score reaches 6-6, a tiebreaker is often played to decide the set. In most casual or standard matches, the winner is the player who wins the best of three sets. This means, whoever wins two sets first wins the match. In professional men's matches at major tournaments (like Wimbledon or the US Open), matches are played as the best of five sets, so the first player to win three sets wins the match.



Figure 8.5: *Observing the Service Rule in Tennis*

3. **Type of Game**

   There are two main formats of play in tennis. These are singles and doubles. In singles, the match involves two players (one player against another) competing against each other one-on-one. In doubles, each team consists of two players (two players on each side), requiring coordination and shared strategies. These formats demonstrate that tennis is both an individual sport that demanding self-reliance and personal skill and a team sport where effective communication and cooperation are important for success in the game.

   Tennis falls under the category of net and wall games, a group of sports characterised by players being separated by a net. The core challenge lies in striking the ball across the net and keeping it in play while preventing the opponent from doing the same. This contrasts with invasion games like football or hockey, where players interact directly and share a common playing space. In tennis, the emphasis is placed on precision, anticipation, consistency and timing, rather than physical contact. The game is played both competitively and recreationally. At the elite level, tennis is a globally recognised sport, featured in prestigious tournaments such as Wimbledon, the US Open, the French Open and the Olympic Games.

   These events are governed by international regulations and showcase the highest levels of athleticism and skill. At the same time, tennis is accessible as a recreational activity for people of all ages. It is widely praised for promoting cardiovascular fitness, hand-eye coordination, mental focus, strategic thinking, quick decision-making, disciplined movement and social engagement. Tennis is also highly adaptable to different settings. It can be played both indoors and outdoors, which makes it suitable for all seasons and climates. Whether played for competition or enjoyment, tennis supports lifelong physical activity and offers meaningful opportunities for personal growth and social interaction.

4. **Equipment for Playing Tennis**

   To play tennis well and safely, players require specific equipment designed to support their performance, comfort and adherence to the rules of the game. The main pieces of equipment needed include the racket, tennis ball, net, court and appropriate clothing and footwear.

5. **The Racket**

   The tennis racket is the most important piece of equipment and is used in striking the ball during play. It consists of a handle (grip), a frame, and a stringed surface used to strike the ball. Rackets come in various sizes and weights to suit different age groups and skill levels. Beginners often start with lightweight rackets that offer better control and movability, while advanced players use heavier models that adds power and spin to their play. They were originally made from wood. But are now constructed from advanced materials such as graphite, carbon fibre or composites to enhance their

strength, flexibility and performance. These materials offer a balance of power, control and comfort suitable for a wide range of playing styles and skill levels.

Modern tennis rackets usually weigh between 9 to 12.5 ounces (unstrung) and come in various head sizes and frame thicknesses to accommodate different preferences. The standard length of a tennis racket is around 27 inches, although extended versions are available for added reach and leverage. The grip of a tennis racket is designed to be non-slip and comes in different sizes to fit individual hand shapes. The string bed that are made from synthetic or natural gut strings can be strung at different tensions to influence control, power and spin. Some rackets have open string patterns for more spin potentials while others have tighter patterns for precision and control.



Figure 8.6: *Tennis Rackets*

a. **Parts of the Racket**

i. **The Head:** This is the top oval or round part of the racket where the strings are located. It is the area used to strike the ball. Larger racket heads offer more power and a bigger sweet spot while smaller heads provide more control.

ii. **Strings:** This is a network of nylon or polyester fibres stretched across the head which form the hitting surface of the racket. Tight strings give more control, and looser strings provide more power.

iii. **Frame:** This is the solid outer structure of the racket that supports the strings. It is usually made from materials like graphite or aluminium. The frame gives shape and strength to the racket.

iv. **Throat:** This is the area just below the head, often where the frame splits into a Y-shape. It stabilises the racket and helps distribute energy when hitting.

v. **Shaft:** This is the long section connecting the throat to the handle. It helps with balance and transferring of energy from the hand to the head.

vi. **Handle (or Grip):** This is the bottom part of the racket where players hold the racket. It is covered with a rubber or synthetic material to ensure a firm grip and absorb sweat. Grips can be replaced when worn out.

vii. **Butt Cap**: This is the end of the handle, often with the manufacturer's logo. It prevents the racket from slipping out of the hand during play.

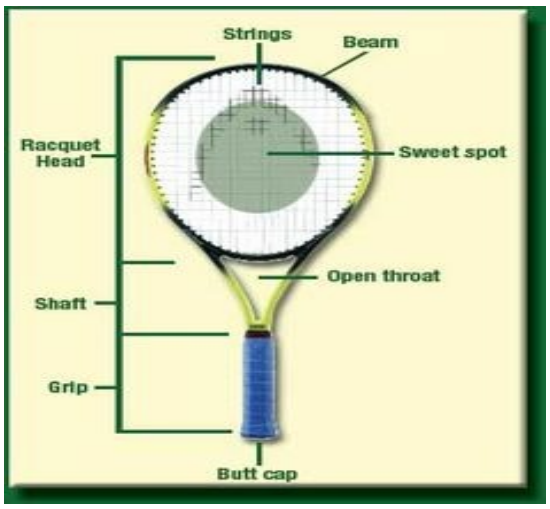


Figure 8.7: *A labelled Tennis Racket*

b. **Types of Rackets**

i. **Power Rackets:** Power Rackets are designed for players who want to maximise power with less effort. They mostly have larger head size (often 105 square inches or larger), lightweight frame for easier swinging, longer frame for extended reach and flexible shaft that helps generate more power on impact. These rackets are ideal for beginners and recreational players who may not have strong strokes but want to hit the ball harder.

ii. **Control Rackets:** Control Rackets are player who want to focus on precision and control over power. They normally have a smaller head size (often 85 to 98 square inches) that offers a more precise hitting area, a heavier frame for stability and a stiffer shaft that reduces power while enhancing control on shot placement. These rackets are best suited for advanced players who have strong strokes and prefer to dictate play with accuracy.

iii. **Tweener Rackets**: Tweener Rackets is a hybrid racket that blends elements of both power and control. They have a medium head size (between 98 to 105 square inches), moderate weight for a balance of stability and movability and a useful design that allows players to hit powerful shots while maintaining good control. These rackets are ideal for intermediate players developing their skills who want different options that can be adapted to various playing styles.

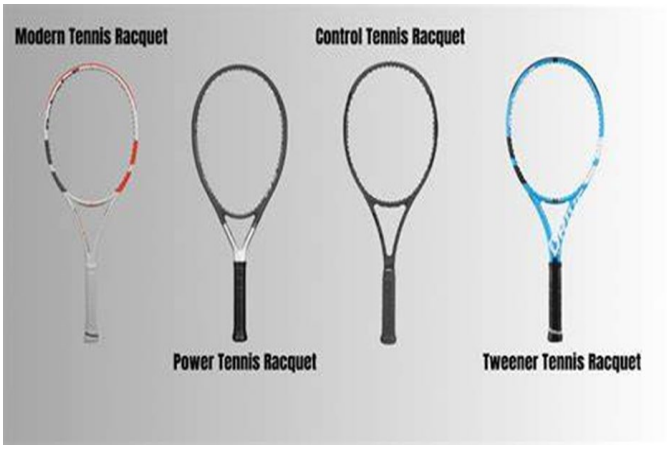


Figure 8. 8: *Types of tennis Rackets*

6. **The Ball**

The tennis ball is made of a rubber core covered with felt. It is designed to be lightweight and bouncy which allows it to travel quickly over the net while remaining responsive to different types of shots. While yellow and green are the common colours for professional matches, tennis balls may also come in other colours for high visibility during play. The balls are designed to meet precise specifications with a diameter between 2.57 and 2.70 inches and a weight ranging from 1.975 to 2.095 ounces. When dropped from a height of 100 inches onto a concrete surface, it must bounce between 53 and 58 inches heigh. These balls are tested and approved by governing bodies such as the International Tennis Federation (ITF) for official play.



Figure 8.9: *Tennis balls*

a. **Types of balls**

i. **Pressurised balls:** Pressurised balls are balls filled with compressed air, giving them a lively bounce and good performance right out of the can. They are preferred for competitive play and professional tournaments.



Figure 8.10: *Pressurised Tennis Balls*

ii. **Pressure less**: Pressure less balls are tennis balls that do not have internal pressure. They are often made of a solid rubber core and have a lower bounce and slower speed. They are commonly used for practice and recreational play and last longer than pressurised balls**.**

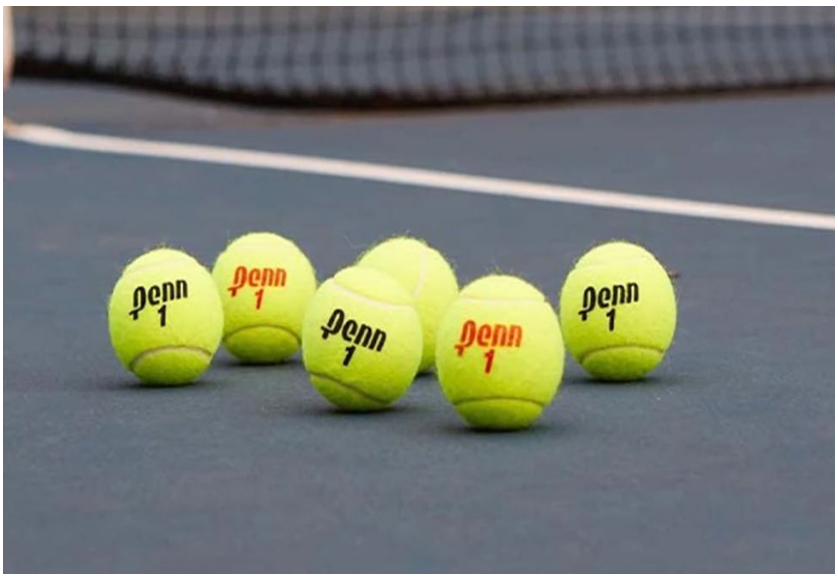


Figure 8.11: *Pressure less Tennis Balls*

7. **The Net**

The net stretches across the middle of the court, dividing it into two equal halves. It is fixed to posts on either side of the court and set at a standard height (3 feet or 0.914m) at the centre. The net is also key for game, as all shots must pass over it to remain in play.

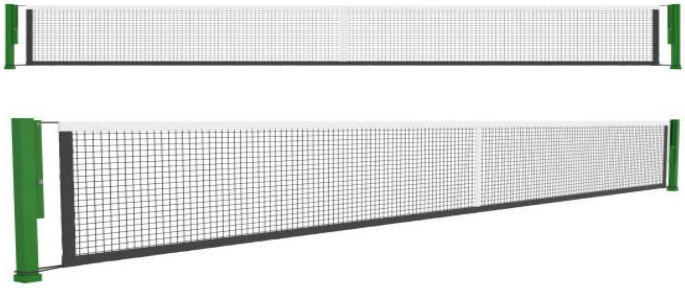


Figure 8.12: *A Tennis Net*

8. **The Court**

The tennis court is a rectangular surface with specific markings to guide play. Courts can be made from a variety of materials that include grass, clay or hard surfaces. Grass courts are made with natural grass or synthetic turf. Clay courts are made from crushed shale, stone or brick, while hard courts are made of either asphalt or concrete with a surface layer of acrylic. Each surface affects ball speed and bounce differently, hard courts offer consistent bounce, clay slows the ball and promotes longer rallies, and grass courts play faster with lower bounces. The markings on the court include a baseline, service boxes, sidelines and a centre service line which help define the playing area and regulate player positioning during both serves and rallies. A standard tennis court for doubles measures 23.77 metres (78 feet) long and 10.97 metres (36 feet) wide. For singles matches, the width is reduced to 8.23 metres (27 feet).

In tennis, the lines are part of the court. If a ball touches any part of the line, it is considered in and the shot is valid. Even if just the edge of the ball touches the line, it still counts as a good shot.

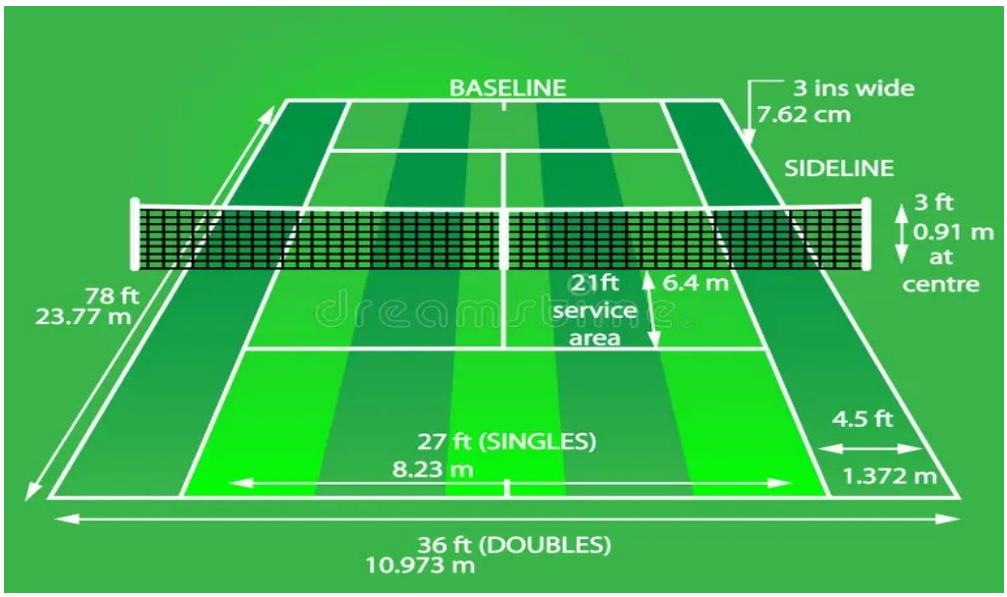


Figure 8.13: *The Tennis Court with the Court Dimensions*

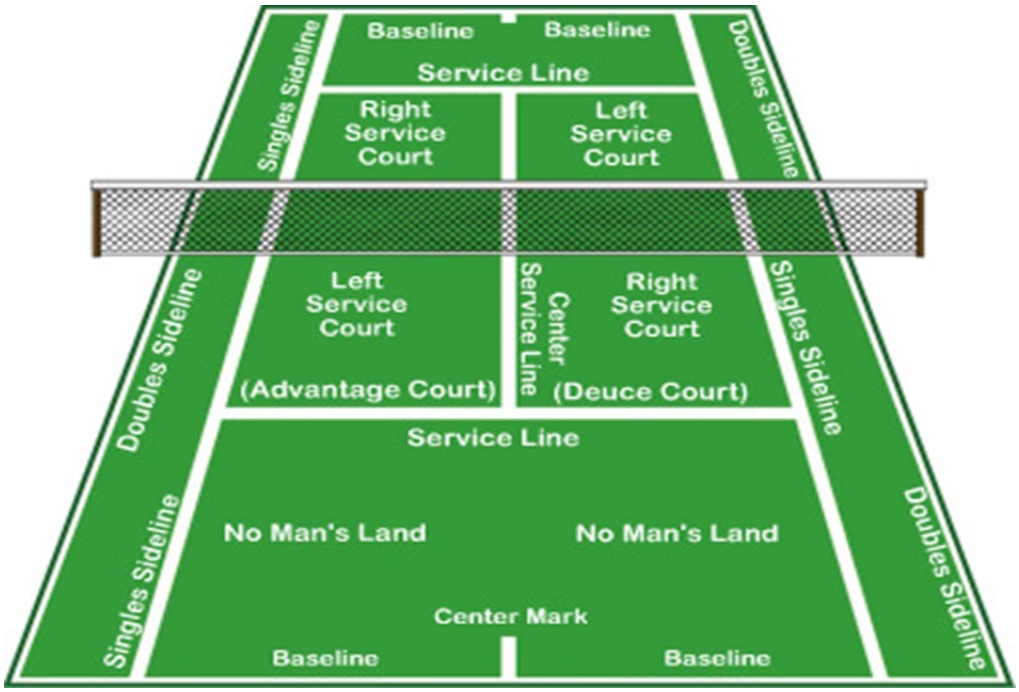


Figure 8.14: *The Tennis Court with the names of the various spaces on it*

9. Players

Players must also wear appropriate clothing that are comfortable and allows freedom of movement. In competitive settings, players often follow dress codes. Proper tennis shoes are equally important because they are designed to support lateral movement, reduce the risk of injury and provide adequate grip on the court surface.

Additional equipment may include wristbands, headbands, caps and water bottles to manage sweat and hydration. Some players also carry towel, racket bag, and extra grips or strings for convenience during matches or practice. The equipment for playing tennis is carefully designed to ensure safety, enhance performance and uphold the integrity of the game. Having the right gear not only supports learning and enjoyment but also helps players develop good technique and confidence on the court.



Figure 8.15: *Samuel Osei Agbesi Antwi a Ghanaian Tennis Player in his outfit*

10. **Basic Tennis Skills**

The core skills in tennis are the grip, the strokes, the serve and footwork.

a. **Grip:** This is how to hold the racket. Gripping the racket correctly is the foundation of all tennis strokes. There are several types of grips in tennis, and each type of grip is for a particular of stroke or shot.

i. **Grip Types**

- **Continental Grip:** This type of grip is also called the 'chopper' grip. It is like holding a hammer or shaking hands with the racket and is used for serves, volleys, smashes and slices. This grip allows for quick transition between different strokes without changing grip.



Figure. 8.16: *Continental grip in tennis*

- **Eastern Grip:** This grip is often used for the forehand stroke. It offers a good balance of control and power, and it is suitable for beginners due to its comfort and simplicity.



Figure 8.17: *Eastern grip in tennis*

- **Western Grip**: This is commonly used for topspin-heavy forehands. It is griped with the palm almost under the racket handle. This hold is ideal for brushing up the ball. Used more in advanced play because it requires better timing and adjustment to low balls.



Figure 8.18: *Western grip in tennis*

11. **Types of service in tennis**
    a. **Flat Serve:** This is the most traditional and widely used serve in tennis, especially by beginners and intermediate players.
        i. The ball is tossed into the air and hit at its peak using an overhand motion.
        ii. The racket contacts the ball with a flat face, generating minimal spin.
        iii. Often used as a first serve to apply pressure with power and speed.
        iv. Helps develop proper serving technique, including stance, toss and follow-through, before advancing to more complex serves.
    b. **Slice Serve:** This serve is a progression from the flat serve
        i. Uses a slightly angled racquet face to brush the ball from the side.
        ii. Produces sidespin that causes the ball to curve in the air and skid off the court after bouncing.
        iii. Useful for placing the ball wide and pulling the opponent off the court.

c. **Topspin (Kick) Serve**

i. The racket brushes up the back of the ball to generate topspin.

ii. The ball clears the net with a high arc and kicks up after bouncing.

iii. Often used as a second serve because it is safer and forces a high return from the opponent.

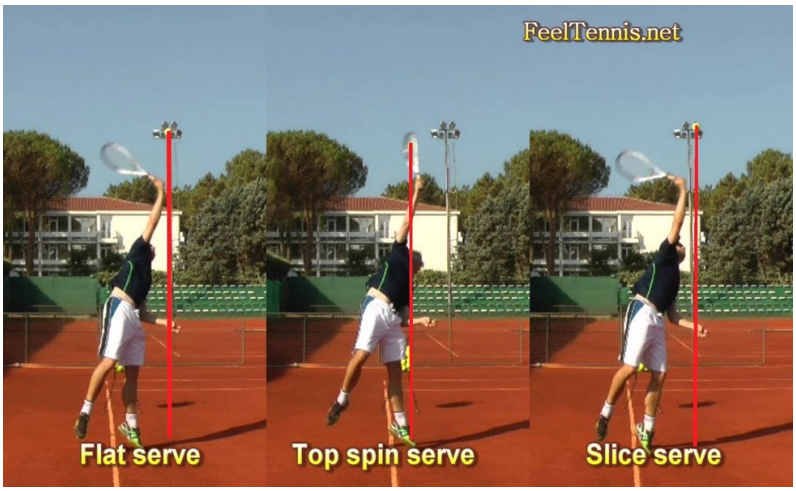


Figure 8.19: *The Types of Tennis Serve*

LEARNING TASKS

1. Practise and demonstrate the types of serves, focusing on grip, stance, ball toss and follow-through.
2. Practise returning served balls using both forehand and backhand strokes.
3. Engage in a structured rally using both forehand and backhand shots.
4. Observe groups perform a serve and receive and give constructive feedback on peer's grip, stance, swing path and positioning based on learned criteria.
5. Participate in a modified mini games.

PEDAGOGICAL EXEMPLARS

a. **Starter Activity: 'Guess the Skill'**

Objective: The objective of this starter is to mentally engage learners and activate their prior knowledge about the skills to be learned and practised during the lesson since they did similar thing during the pickleball lesson.

How to Conduct the Activity

Demonstration or Mime: Perform or act out a skill related to the lesson focus (e.g., miming the motion of tossing the ball, swinging as if serving, miming the forehand serve and backhand serve, etc.) without speaking or naming the skill.

Learner Responses

Ask learners: 'What skill am I demonstrating?'

Encourage them to shout out the answer or raise their hands with guesses.

Follow up with

What is this skill used for in the game?

Which body parts are involved?

Can someone else demonstrate it?

Call learners to answer and demonstrate the skill.

Allow peer demonstration for reinforcement and peer learning.

Why it works

It makes the lesson interactive from the start.

Stimulates curiosity and critical thinking.

Helps learners link the day's topic with what they already know.

After this introduce the topic for the day and let learners know the objectives of the lesson.

b. **Warm-up Activity: 'Four Corner Movement Drill'**

Objective: This is to physically prepare the body for the activity by raising the heart rate, warming up muscles and improving joint mobility while having fun.

Equipment needed: Four cones or markers placed in a large square or rectangle and music box.

Instructions

Label Each Corner with a Movement:

Corner 1: Light Jogging

Corner 2: High Knees picking

Corner 3: Butt Kicks

Corner 4: Side Shuffles

Organise learners into four and let each group stand at each corner and instruct them to rotate clockwise during the activity.

Use the music to energise the atmosphere.

Call out movements or change directions mid-activity to keep learners' alert.

Learners begin at their starting corners and perform the movement to the next corner.

At each new corner, they change to the designated movement there.

Continue for 2 to 3 complete rounds around the square.

After completing the circuit, gather the group and lead in dynamic stretches. For example:

- Arm circles
- Leg swings
- Lunges with torso twists
- Ankle rolls

Why it works

Encourages whole-body movement.

Builds coordination and agility.

Prepares learners physically and mentally for more intense activity.

c. **Main activity**

Collaborative Learning, Talk for Learning and Skill Demonstration - Target Toss and Catch practise

Demonstrate the correct and the ideal serve toss technique with explanation for learners to observe and allow learners to imitate and repeat what they observed. Learners practise tossing the ball vertically and catching it at eye level using their dominant hand. The toss should reach a height of 1 to 2 feet above the head and land just in front of the body. Once consistent ask them to hold their rackets in their non-dominant hand to simulate a service setup while continuing the toss and catch motion. This develops toss accuracy and body coordination that is key for serving. Observe learners and give corrective feedback on hand positioning, height and consistency during the practice. Encourage peer assessment to reinforce learning. Ensure learners understand the purpose of an accurate toss in the serve.

Group Based Learning - Underhand and Overhead Serve to Target

i. Set up clear target zones using cones or hoops on the court for leaners to serve to. Demonstrate how to serve both the underhand and the overhead serve techniques to learners and allow them time to practise. Learners practise the underhand serve, aiming to land the ball in a marked target zone (e.g., cones or hoops) within the opposite service box. Emphasise a smooth motion, correct grip and follow-through. For a while learners progress to an overhead serve, beginning by practising racket preparation (backswing) and the toss using ball. Encourage timing, contact point above the head and good follow-through. Move around and provide individualised feedback on grip, stance, toss and swing. Reinforce the importance of accuracy over power for beginners.

ii. Returning the Serve

Put learners in pairs and ensure safety spacing. Demonstrate the forehand and backhand return techniques and let learners practice. Give feedback on ready position, footwork and swing mechanics. Encourage partner coaching or peer reflection. Encourage self-assessment and problem-solving to help learners adjust their stance and swing while practising.

Game-Based Learning - Mini-Court Rally

This simplified game scenario helps learners integrate the service and reception skills in a smaller, controlled environment. The court space is reduced (e.g., use only the service boxes). One learner serves underhand, and the other returns. The rally is limited to 2–4 shots to promote quick exchanges and focus on form over power. The activity fosters rhythm, fair play, and game understanding.

Game-Based Learning - Mini Game (Serve & Return Challenge)

Purpose: To develop accuracy in serving and improve consistency in returning serves, while encouraging movement in a simplified game setting.

i. **Setup**

- **Court Area:** Only the service boxes on one half of the court should be used or mark a smaller court with cones or chalk.
- **Equipment:** Tennis rackets, balls, cones (for targets), and boundary markers.

- **Players per Game:** Two players and four per game (one server and one receiver for singles and two servers and two receivers for doubles), rotate roles after a round.

ii. **Game Rules**

- The server or servers begins with an underhand or overhead serve, aiming to land the ball inside the receiver's service box.
- The receiver or receivers must return the serve using forehand or backhand, keeping the rally going within the mini-court boundaries.
- Rallies are limited to a maximum of 4 shots (serve → return → shot → final shot).

iii. **Scoring**

- 1 point for a successful serve landing inside the box.
- 1 point for a successful return that stays in play.
- Bonus point if the pair completes all 4 shots in the rally.
- After 5 serves, players switch roles.

iv. **Teacher's Role**

- Clearly setup the court and explain the basic rules of tennis of the game to learners and ensure learners understand the layout and the objectives of the mini game. Demonstrate both the serve and return techniques for learners to observe, highlighting the key elements such as the stance, the grip and movement on the court. As learners play, observe their performance and provide positive and formative feedback, focusing on serving accuracy, proper grip, return technique, effective footwork and overall sportsmanship and communication on court during the challenge.
- Encourage peer support by rotating learners through different roles and pairings, allowing them to observe and learn from one another. To maintain engagement and support individual progress, adapt the court size or rally length to match the learners' skill levels.
- For beginners or those finding the skills challenging, allow their balls to bounce more than once before the return to build confidence and timing. For more advanced learners, increase the difficulty by using the full-service boxes and permitting overhead serves. You can also introduce target zones for serving to challenge accuracy and control.

KEY ASSESSMENT: Practical

Level 3: Demonstrate understanding and application of service and reception in tennis. Learners are to perform three service attempts and three return attempts using either a forehand or backhand stroke successfully into a demarcated service box and returns serves 3 serves and in bounds.

Assessment Mode: Practical

Learners will be assessed based on the correctness of this technique:

a. Serve Technique

b. Accuracy of shots

c. Receiving technique

d. Receiving accuracy

e. Court positioning during play.

Reflection

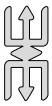
Service or the serve in tennis is the action that starts each point in tennis. The serving player tosses the ball into the air and strikes it with the racket to send it diagonally across the net into the opponent's service box.

Reception also known as the return of serve is the skill of responding to the opponent's serve by hitting the ball back into play

PLC Session 8

45 minutes | **Planning & Reviewing the Learning Plan**

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
   a. explain the week's concepts in a practical way that will make it easier for learners to understand
   b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
   a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
   b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
   c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app
   a. The key assessment for the week is ***practice***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the practice (NTS 3k-3q).

10 minutes | **Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
   a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
   b. all teachers in the group work through a similar problem individually for 3–4 minutes
   c. the group then works through the problem together step by step
   d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).

Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes	Enactment

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).
   a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
   b. After the enactment, ask for structured feedback from the group
      i. was the concept explained in a way that a learner with no prior knowledge could follow?
      ii. were the examples grounded in contexts familiar to Ghanaian learners?
      iii. did any misconceptions surface and if so, how were they addressed?

5 minutes	Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
   a. transfer your chats into your learning planner template.
   b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
   c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 9

Learning Indicator: *Apply basic skills in performing individual and team sports (e. g., tennis –forehand and backhand strokes in tennis)*

THE FOREHAND AND BACKHAND STROKES IN TENNIS

Introduction

Last week, learners explored two fundamental skills in tennis. These skills were service and reception in tennis. The service or serve is the stroke used to start each point. It is performed from behind the baseline and involves hitting the ball diagonally into the opponent's service box. Both the **underarm and overarm** serves were discussed and practice with the focus on the underarm serve for beginners. Key points included adopting a proper stance, holding the racket with a continental grip, tossing the ball gently and swinging smoothly to ensure accuracy and control rather than power.

The reception, which refers to returning the serve was also practised. Learners practised getting into the ready position with knees slightly bent, eyes on the ball and rackets held out in front. Emphasis was placed on anticipation, footwork and using simple forehand or backhand returns to get the ball back into play. learners practised receiving serves from different directions and focused on timing, body positioning and racket control to develop confidence and consistency in receiving.

This week, learners will focus on developing their forehand and backhand groundstrokes, which are essential for effective rallying and overall play. The forehand stroke, performed on the dominant side of the body, will be introduced using the eastern grip with emphasis on starting from a ready position, stepping into the shot, making contact slightly in front of the body and following through over the opposite shoulder. Learners will **practise shadow swings, drop-and-hit drills and forehand rallies** to build coordination and consistency.

In addition, learners will be introduced to the **two-handed backhand stroke** which offers greater control and balance especially for beginners by using the correct grip. The eastern grip will be used. They will be guided through the **proper swing path, contact point and follow-through**. Activities will include **free practice, drop-and-hit exercises, toss and hit to a target and simple partner rallies**. Throughout the lesson, emphasis will be placed on proper footwork, grip, body positioning and maintaining control over power. Learners will also engage in mini rally to apply these strokes in realistic game-like situations.

1. **Forehand Stroke**

   The forehand stroke is performed by swinging the racket across the body on the dominant side (right side for right-handed players and left side for left-handed players) with the palm facing in the direction of the shot. It is usually the more natural and stronger shot for most players.

   A good and strong forehand stroke relies on the following key components.

   Grip: How to properly hold the racket

   Stance: How to correctly stand to serve or receive a served ball.

   Contact Point: This where the racket meets the ball. The ball should be contacted slightly in front of the leading hip (for right-handed players, that is the left hip and for the left-handed players the right hip).

   Swing Path: This refers to the direction and shape of the racket's movement as a player moves the racket to hit the ball.

Follow-Through: This is the continued motion of the racket and the body after the ball is contacted. An example of a forehand follow through, is that the racket continues upward and across the body and ending over the opposite shoulder or across the body.

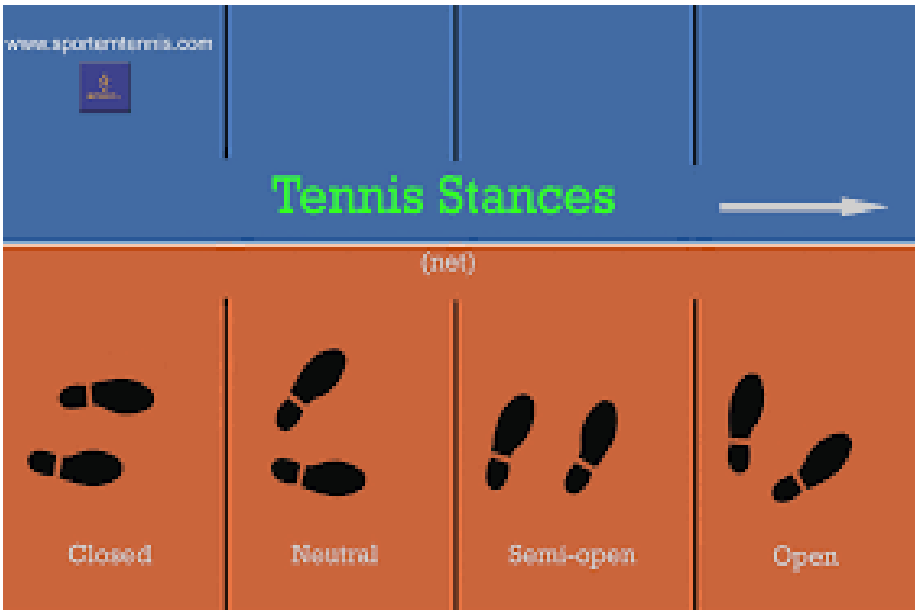


Figure 9.1: *Different Stance in Tennis*

a. **Importance of the follow through**

i. **Ensures proper technique**: A good follow through reflects a smooth and complete swing.

ii. **Controls direction and power**: It helps guide the ball accurately and maintain balance after the shot.

iii. **Reduces injury risk**: A relaxed and full follow through prevents muscle strain.

b. **Types of Forehand Stroke**

Forehand Flat Stroke: This is a shot with little or no spin where the racket face remains moderately flat through till it contacts the ball sending the ball in a direct of low flight path.



Figure 9.2: *The Forehand Flat Stroke*

i. **Forehand Drive Stroke:** This is a strong and offensive stroke with controlled speed and often a moderate amount of topspin which combines power, direction and consistency.



Figure 9.3: *The Forehand Drive*

ii. **Forehand Slice:** This stroke involves a chopping motion where the racket face slides under the ball, imparting backspin.



Figure 9.4: *The forehand slice stroke*

iii. **Forehand Topspin:** This is executed by brushing the racket upward over the back of the ball, generating forward rotation.



Figure 9.5: *The Forehand Topspin Stroke*

iv. **Forehand Volley**: This is a stroke that hit close to the net before the ball bounces or touches the ground.



Figure 9.6: *Forehand Volley*

v. **Forehand Drop Shot (Soft Shot):** This is a lightly hit forehand shot that barely clears the net and lands just inside the opponent's court, with backspin to reduce bounce.

vi. **Forehand Groundstroke:** This is a fundamental shot played from the baseline after the ball bounces and is used to maintain rallies, build offensive play, or defend.

vii. **Forehand Lob:** A lob is a high-arching forehand shot hit over an opponent's head, often used when the opponent is at the net.

2. **The Backhand Stroke**

The backhand stroke is performed on the non-dominant side of the body. It can be executed with either one hand or two hands. Beginners are usually taught the two-handed backhand because it offers better control and stability.

a. **Types of Backhand strokes**

i. **One-Handed Backhand:** Using this stroke, players use one hand to hit the ball. Usually the dominant hand. This stroke is taught to older or more advanced players not beginners.



Figure 9.7: *The One-Handed Backhand Stroke in Tennis*

ii. **Two-Handed Backhand Stroke**: Preforming this stroke requires that players use both hands to hold the racket to hit the ball with the dominant hand at the bottom and the non-dominant hand above or on top. This stroke is the most suitable for beginners and younger players. It provides more control and power.



Figure 9.8: *The Two-Handed Backhand Strokes in Tennis*



Figure 9.9: *The Two-Handed Backhand Strokes in Tennis*

iii. **Backhand Flat:** A powerful, straight shot hit with minimal spin. It travels fast and low over the net, ideal for quick point finishes.

iv. **Backhand Drive:** A strong, aggressive shot with moderate topspin. It combines power and control, typically used from the baseline.

v. **Backhand Topspin**: This stroke applies topspin to the ball, causing it to dip quickly after crossing the net. It offers consistency and control, especially in rallies.

vi. **Backhand Slice**: A shot with backspin, causing the ball to stay low and slow after bouncing. Often used to change pace or defend.

vii. **Backhand Volley**: Executed near the net without letting the ball bounce. It uses short, controlled motion to direct the ball quickly back.

viii. **Backhand Drop Shot:** A soft, delicate shot that just clears the net and drops close to it, used to surprise opponents and draw them forward.

ix. **Backhand Groundstroke:** A standard backhand hit after the ball bounces, used in rallies. It can be flat, with topspin, or slice depending on intent.

x. **Backhand Lob:** A defensive or tactical shot hit high and deep over the opponent's head, typically used to counter net approaches.



Figure 9.10: *The Backhand Volley*

Common errors make by beginners when learning the strokes and corrections

Error	Description	Correction Strategy
Incorrect grip	Holding the racket too tight and tensing the arm muscles, holding the racket too long or too short.	Re-teach the grip using demonstration and hand guidance. Mark handles to guide length. Mark the racket handle with coloured tape or markers to show proper hand placement. Use grip training aids that guide finger positioning.
Late swing and contact	When the movement of the racket is delayed, causing the ball to be struck later than the ideal point of contact.	Practice early racket preparation and emphasise short backswings. Practise stroke movements without the ball to develop rhythm and muscle memory.
Arm only swing	When the ball is hit using just the arm without involving the rest of the body especially the shoulders, hips and legs	Teach body rotation drills and encourage body turning. Show videos or demonstrate the difference between an arm-only swing and a full-body stroke. Practise the stroke without a ball, focusing on weight transfer and shoulder rotation. Emphasise turning the shoulders and hips during the swing.

Inconsistent eye contact	Looking up before contact, losing focus on the ball or taking eyes off the ball before contact.	Consistently remind learners to keep their eyes on the ball from the moment it leaves the opponent's racket until after contact. Use bright coloured balls or numbered balls and ask learners to call out the colour or number as they hit.
Hitting too close or too far from body	Contacting the ball near and not in front of the body or even behind the body. Contacting the ball with fully stretched or overreaching arm.	Practise shadow swings target zones or markers to teach ideal distance. Practice footwork drills to help move to the right positions.
Poor footwork	Ineffective or inefficient movement around the court. This includes leading to rushed shots, loss of control and increased injury risk.	Use ladder drills, side-to-side shuffles to improve agility and speed. Use short sprints and positioning games to guide. Practice quick direction changes to build court movement skills. Encourage stepping forward with the front foot when hitting forehands or backhands to maintain balance and power.
No follow-through	When rackets are stopped abruptly from swing after hitting the ball instead of continuing the natural motion.	Reinforce complete swing with slow-motion drills and encourage full swings with visual targets. Show learners the full swing motion emphasising a smooth continuation of the racket after contact, finishing over the shoulder or across the body.

LEARNING TASKS

1. Demonstrate the correct grip for both forehand and backhand strokes and explain how each grip affects ball direction.
2. Perform a sequence of forehand and backhand strokes in a rally with a partner.
3. Identify and correct common errors in forehand stroke during practice (e.g. late swing, poor footwork).
4. Aim forehand and backhand strokes to specific areas of the court.
5. Respond to a moving ball and decide whether to use a forehand or backhand based on ball placement.
6. Practise returning served ball using both forehand and backhand.

PEDAGOGICAL EXEMPLARS

a. **Starter or Warm-up activity - Mission card dash challenge**

Objective: To warm up the entire body through dynamic movements while engaging learners in quick thinking and teamwork.

Setup

Scatter either laminated or cut out mission cards (A5-sized or smaller) face down across the playing area. Each card contains a movement-based challenge or puzzle, such as:

i. Do 10 high knees, then touch your left elbow to right knee 5 times.
ii. Roll your arms forward and backward, then twist side to side for 20 seconds.
iii. Do 5 push-ups, then shout your favourite sport and jog to a cone.
iv. Jog to a cone and back while touching the ground every three steps.
v. Gorilla walk from one line to another and walk back like a crab.
vi. Balance on one foot while naming 3 local fruits.
vii. Do 5 frog jumps, then spin around twice and give a teammate 3 high fives.
viii. Find a partner and do 10 jumping jacks together.
ix. Form a group of 4 and perform 8 harmonised squats.
x. Jog in a zigzag between 5 cones before doing 5 push-ups.
xi. Copy the next person's action and mirror them for 30 seconds.

How to do it

Group learners into small teams or pairs them if class size is small.

On the whistle, each group or pair dashes to a card, flips it and performs the challenge.

Once completed, they move to a different card.

The warm-up should last 5–7 minutes, with 3–5 different tasks completed per group.

Cards can be colour-coded by difficulty of the activity.

Why it works

Engages muscles and minds.

Promotes cooperation, creativity and communication.

Allows differentiation.

Prepares learners physically and mentally for the main lesson.

b. **Main activity**

Talk for Learning, Collaborative Learning and Demonstration – Free practise of the underarm and the overarm serve

i. Organise learners into mixed-ability teams to encourage peer support. Demonstrate the underarm and overarm serves clearly with the correct grip, stance and follow-through. Also, model how to receive serves using both forehand and backhand strokes. Use simple, step-by-step explanations to ensure learners understand of how to follow the techniques in

executing the skill. Guide them as they practise the underarm and overarm serves by tossing and hitting the ball in any direction across the court or field. Monitor learners closely to ensure proper technique and safety. Offer constructive feedback, particularly on grip, swing timing and footwork. Promptly address common errors such as incorrect stance or delayed contact with the ball.

Group based learning & Pair Practise - Drop-and-hit to a target

Phase 1:

ii. Set up small target zones using cones or markers across the net or against a wall to help learners aim accurately. Divide learners into groups, each lining up behind a designated service line. The first learner in each line gently drops the ball from waist height, allows it to bounce once and then strikes it using either a forehand or backhand stroke, aiming at the target zone. After their turn, the learner goes to the back of their line. Learners will alternate strokes (forehand/backhand) after every four repetitions of one stroke.

Phase 2:

iii. Organise learners into pairs. One learner gently drops the ball, allowing it to bounce once before their partner strikes it. Each learner takes 4 turns as the hitter before switching roles. Encourage learners to call out the type of stroke they will use (forehand or backhand) before hitting the ball.

Collaborative learning – Partner rallies

i. Learners practise underarm serves, aiming to land the ball within designated target zones on the court. After sufficient practice, they transition to the overarm serve. Provide individual support to learners who are struggle with coordination or timing, offering tips and demonstrations as needed. Use positive reinforcement, such as verbal praise to emphasise correct technique to encourage continued effort. Rotate groups so all learners will have a chance to serve and receive. Ensure smooth transitions between tasks to maintain lesson flow. Throughout the activity, guide learners in understanding court positioning and making appropriate shot selections based on game situations.

Mini-Game - Target Rally Challenge

Group learners into small teams or pairs them based on the class size. Set up half of a tennis court or any marked playing area, using a mini net or rope to divide the space. Designate target zones on each side using cones or marked squares. During each round, learners rally using either a forehand or backhand stroke, depending on the round's focus. One learner begins the rally with a drop-and-hit serve or an underarm serve, aiming to land the ball in the opponent's target zone. Learners aim to maintain a rally while correctly using the designated stroke.

Round 1: Forehand Rally

In this round, learners will engage in a rally using only forehand strokes. Each time the ball lands in the opponent's target zone, they earn 1 point. A rally must include at least three continuous hits to qualify for scoring. No points are awarded if the rally ends before three hits or if a learner uses the wrong stroke (e.g., a backhand).

Round 2: Backhand Rally

The same rules apply here. However, learners are required to use only backhand strokes throughout the activity.

Round 3: Switch Rally

Learners take turns hitting the ball, alternating between forehand and backhand strokes with each shot. Scoring is as follows: 2 points are awarded for hitting the target using the correct stroke, while 1 point is deducted if the correct stroke is used but the target is missed.

Teacher's Role

- Observe and guide learners to apply the correct forehand and backhand techniques.
- Remind and reinforce key cues, such as 'turn your body sideways', 'swing from low to high, etc.
- Rotate learners regularly so they practise with different opponents and playing styles.
- Offer timely feedback and motivation to build confidence and improve learners' performance.

Scoring System

Action	Points Awarded
Hit the ball into the correct target zone	1 point
Use the correct stroke (forehand/backhand)	1 point
Rally lasts with 3 or more consecutive hits	1 bonus point
In round 3 successful target hits with the right stroke	2 points
Correct stroke use with a missed target or wrong	1 point
Use the wrong stroke	0 points
Ball goes out or does not land in the zone	0 points

Winning the Game

- The individual learner or pair with the highest total score at the end of all three rounds is the winner. In the event of a tie, a 5-stroke accuracy challenge, using both forehand and backhand shots should be used to determine the winner.

HINT

This game can be modified to suit learners' abilities.

KEY ASSESSMENT: Practical

Level 3: Demonstrate control and accuracy by performing 5 forehand and 5 backhand strokes into designated target areas. Then, analyse your performance by identifying areas of strength and suggesting improvements to enhance your stroke technique and consistency.

Assessment Mode: Practical

Learners will be assessed on these areas

1. **Stroke Execution:** Proper forehand and backhand technique (grip, stance, swing, follow-through).
2. **Accuracy and Control:** Ability to consistently place the ball within the target area.
3. **Consistency:** Maintaining stroke quality across all attempts.

4. **Self-Analysis and Reflection:** Ability to identify strengths and areas for improvement.

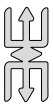
Reflection

Forehand and backhand strokes are the two main types of groundstrokes used to return the ball during play in tennis. They differ based on how the player positions their body and uses their rackets arm.

PLC Session 9

45 minutes | **Planning & Reviewing the Learning Plan**

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
   a. explain the week's concepts in a practical way that will make it easier for learners to understand
   b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
   a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
   b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
   c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app
   a. The key assessment for the week is ***practice***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the practice (NTS 3k-3q).

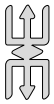
10 minutes | **Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
   a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)

b. all teachers in the group work through a similar problem individually for 3–4 minutes

c. the group then works through the problem together step by step

d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes	Enactment

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).

   a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.

   b. After the enactment, ask for structured feedback from the group

      i. was the concept explained in a way that a learner with no prior knowledge could follow?

      ii. were the examples grounded in contexts familiar to Ghanaian learners?

      iii. did any misconceptions surface and if so, how were they addressed?

5 minutes	Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).

8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).

9. Remember to

   a. transfer your chats into your learning planner template.

   b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).

   c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 10

Learning Indicator: *Apply the skills acquired from the previous lessons in a game situation*

FOCAL AREA: TENNIS GAME

RECAP

In Week 8, learners were introduced to the fundamental skills of serving and receiving in tennis. They practised both underarm and overarm serves which focused on correct stance, grip, ball toss and follow-through. For reception, learners were guided to position themselves correctly and time their return strokes. Emphasis was placed on consistency and control in sending and receiving the ball across the net. While in week 9, attention was shifted to developing forehand and backhand strokes. Learners practised proper grip, body alignment, swing path and follow-through for both strokes. Activities used included drop-and-hit drills, target hitting and mini-rallies, all aimed at improving accuracy, control and balance when executing both forehand and backhand shots.

In this week, learners will begin applying the skills acquired in previous lessons, that is serving, receiving, forehand and backhand strokes in modified or mini tennis games. The aim is to build tactical awareness and improve performance under game-like conditions. Learners are expected to demonstrate correct use of forehand and backhand strokes during rallies, serve and receive correctly in a game context, apply movement, positioning and shot selection strategies during play, work cooperatively with peers, observe rules and show sportsmanship.

LEARNING TASKS

1. Play a modified mini tennis game.
2. Apply knowledge of forehand and backhand strokes to rally with a partner using both forehand and backhand strokes.
3. Aim to sustain a 6-shot exchange while placing the ball within specific target zones.
4. Show understanding of the rules of the game.
5. Adjust strategy and shot selection based on a partner's shot placement and weaknesses. Justify stroke choices after the game.

PEDAGOGICAL EXEMPLARS

a. **Warm-Up Activity - Tennis Circuit Adventure**

Objective: This is to energise learners while simulating movements they will use in the game through a themed movement circuit that combines cardio, agility, coordination and racket handling.

Set up: Create 5-6 stations around the play area. Learners rotate in small groups (3–5 per group), spending about 1-1.5 minutes at each station before moving to the next. Use cones, tennis balls, rackets or any other simple PE equipment.

Stations & Activities

Station 1: Racket Tap Challenge

Learners tap a ball up using a forehand grip and count how many controlled taps they can do

in 1 minute without dropping the ball. This helps builds racket control and coordination.

Station 2: Speed Ladder Shuffle

Use an agility ladder or make one with cones or chalk. Learners side-shuffle through the ladder quickly, mimicking ready position movement. This enhances footwork and reaction.

Station 3: Shadow Swing Station

Without a ball, learners perform alternating forehand and backhand strokes to an imaginary incoming ball. This helps focus on proper stroke form and rhythm.

Station 4: Ball Toss and Catch

Pair learners. One tosses the ball underarm and the other catches it with their racket (strings facing up). Swap roles after each toss. This helps builds timing and hand-eye coordination.

Station 5: Serve and Sprint

Learner mimics a serve motion (overarm or underarm), then sprints to a cone and back in ready position. This introduces explosive movement and court readiness.

Station 6: Target Roll (Optional Bonus Station)

Roll the tennis ball underarm into a target zone. This help builds aim and control and introduces accuracy needed for service placement.

Review and Skill Refresher Activities: Quick Demonstration by the teacher or skilled learners

Overarm and Underarm Serve: Demonstrate a complete tennis serve, showing proper stance, accurate ball toss, controlled follow-through and aim to land the ball within the service box.

Forehand Stroke: Reinforce proper grip, controlled swing path, correct foot positioning, and a complete follow-through after each stroke.

Backhand Stroke: Emphasise the importance of body rotation, the use of a two-handed grip (if applicable) and making smooth and accurate contact with the ball.

Skill Revision Drills

Drop-and-Hit Drill: In pairs. One learner drops the ball and performs a forehand or backhand stroke to their partner. The partner returns the ball using the appropriate stroke. After a few turns, they switch roles to ensure both practise drop-and-hit and returning.

Main Activity: Mini Game – Modified Singles or Doubles Rally

Setup

Mark smaller courts using cones or chalk to allow more learners to play (especially for large classes).

Pair learners by skill level to promote fair and engaging play for all.

Starting and Playing the Game

To determine which pair starts first, ballot or select the pairs that demonstrated the greatest readiness during warm-up or drills to maintain the lesson's momentum and start the game for lesson.

Engage learners waiting to have their turn as peer observers to spot good techniques and suggest improvements for those playing, assist in keeping score and offering positive encouragement to their classmates.



Figure 10.1: *Singles Game in Tennis*

Game Rules

Learners are to serve from behind the baseline using either the overarm or underarm serve.

The serve must land inside the correct service box to start a valid rally.

Each rally must include at least three continuous hits, using a mix of forehand and backhand strokes.

Games are to be played in pairs, either singles or doubles, depending on class size and available space.

Optional*:* After each mini-match, learners will rotate opponents to ensure everyone plays with different partners.



Figure 10.2: *Doubles Game in Tennis*

Scoring System

1 point is awarded for every legal serve that lands in the correct service box.

1 point is also awarded for each successful return made using correct forehand or backhand technique.

The first player or pair to reach **10 points wins** the game.

If time allows, players should switch partners or opponents and play a second round.

Teacher's Role

Begin by acting as the referee for the few initial rallies to ensure fair play and clear understanding of rules.

Transition into an observer role to monitor learners' application of techniques, decision-making communication and consistency during play.

Provide timely encouragement and corrective feedback on stroke selection, movement and court positioning.

Move around the playing area to give tips on grip, footwork and swing mechanics.

Encourage constructive peer feedback by prompting learners to share positive observations about each other's performance.

Reinforce good habits and highlight improvement areas to support skill development and game understanding.

Debrief and Reflection after the Game

Ask learners these questions to aid reflection on their game

Skill Use and Justification

Which stroke (forehand or backhand) did you use most during the game and why?

In what situations did you choose the forehand instead of the backhand (or vice versa)? What made it the better choice?

Decision-Making

Describe a moment during the game where you had to quickly decide which stroke to use. What influenced your choice?

Was there a time you felt unsure which stroke to use? How did you handle that?

Effectiveness and Improvement

Which stroke helped you win more points? Why do you think it was more effective?

What stroke do you need to improve based on today's game and how will you work on it next time?

Strategy Awareness

Did you notice any patterns in your play (e.g., always returning with forehand)? How did your opponent respond?

How did you adjust your stroke choices based on your opponent's positioning or movement?

KEY ASSESSMENT: Practical Level 3

Participate in a modified mini tennis game where you must serve, receive and rally using both forehand and backhand strokes, aiming to maintain a continuous 6-shot accurately placing shots within designated target zones. During play, vary your serves (underarm/overarm), adjust your stroke choices based on your opponent's responses. Justify or explain your decisions regarding service, reception and stroke choices after the game.

Assessment Mode: Practical

HINT



Depending on your class size, you may choose to play the game in singles (1 vs. 1) or doubles (2 vs. 2). Therefore, choose the format that allows everyone to participate actively and safely.

Learners will be assessed based on the following:

a. Forehand Stroke Execution
b. Backhand Stroke Execution
c. Serve Technique
d. Reception (Return of Serve)
e. Movement and Positioning
f. Application in Game Play
g. Understanding of Rules
h. Rally consistency and control
i. Teamwork/Attitude
j. Communication and Reflection

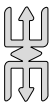
Reflection

Consistent footwork and proper stroke technique are key to improving successful serving and returning the ball in tennis.

PLC Session 10

45 minutes	Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
   a. explain the week's concepts in a practical way that will make it easier for learners to understand
   b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
   a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
   b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
   c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

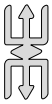
- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app

a. The key assessment for the week is ***practical***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the practical (NTS 3k-3q).

10 minutes **Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
   a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
   b. all teachers in the group work through a similar problem individually for 3–4 minutes
   c. the group then works through the problem together step by step
   d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes **Enactment**

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).
   a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
   b. After the enactment, ask for structured feedback from the group
      i. was the concept explained in a way that a learner with no prior knowledge could follow?
      ii. were the examples grounded in contexts familiar to Ghanaian learners?
      iii. did any misconceptions surface and if so, how were they addressed?

5 minutes **Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
   a. transfer your chats into your learning planner template.
   b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).

c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section 1: Part Two Review

This section equipped learners with foundational tennis skills, such as service, reception and forehand and backhand strokes, and gradually prepared them to apply these techniques in game-like situations. Through a sequence and well-structured weekly activities, learners enhanced their coordination, control and tactical awareness. Peer interaction, collaborative drills and mini competitions were used to reinforce their skills and deepen understanding.

In Week 8, learners were introduced to the fundamentals of the serve in tennis, focusing on both underarm and overarm techniques. Instruction for the week centred on key elements such as proper grip, stance, ball toss and follow-through. Learners practised serving accurately into a designated service box and began developing reception skills through correct positioning and timing. Drop-and-hit drills were used to help learners initiate rallies and prepare for basic exchanges.

Week 9 shifted the focus to stroke development, specifically the forehand and backhand. Learners explored appropriate racket grips (e.g., Eastern grip), swing mechanics and footwork. Activities included shadow swings and partner-based drills to build rhythm, control and confidence. By the end of the week, learners could distinguish between the two strokes and began applying them in structured rally activities.

During Week 10, learners applied their service, reception and stroke techniques in simplified mini games, either singles or doubles, depending on class size. The games required successful serves and at least three-shot rallies using both forehand and backhand strokes. Emphasis was placed on applying the correct technique, strategic thinking, teamwork and fair play. Peer observation, feedback and scorekeeping encouraged reflective learning, while performance accuracy and confidence improved during play.

The learning approach used combined talk for learning, collaborative group work, practical engagement, and game-based learning, fostering an interactive and supportive environment for skill acquisition and performance.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 8

Table 1: Scoring Rubric for Tennis Service and Reception (20 Marks)

Criteria	Excellent (4)	Very good (3)	Satisfactory (2)	Needs improvement (1)
Serve Technique	*Uses correct grip, toss, stance and follow-through consistently in all attempts.*	*Demonstrates correct form with minor errors in one or two attempts.*	*Inconsistent form struggles with toss or follow-through in most attempts.*	*Uses incorrect grip or body position, lacks control and consistency in all attempts.*
Serve Accuracy	*All 3 serves land within the correct service box.*	*At least 2 serves land in the correct service box.*	*At least 1 serve lands in the correct service box.*	*No serve lands in the correct service box.*
Reception Technique	*Maintains ready position and uses appropriate forehand/ backhand stroke consistently.*	*Uses correct technique but occasionally loses form during returns.*	*Form is inconsistent; difficulty with stroke execution.*	*Incorrect grip, stance, or stroke; unable to return the ball effectively.*
Reception Accuracy	*Returns at least 2 serves successfully.*	*Returns at least 1 serve successfully.*	*Attempts all returns but fails to land them in play.*	*Does not make valid return attempts or misses all serves.*
Positioning & Footwork	*Maintains good position and moves effectively to serve and receive.*	*Generally well-positioned with some minor issues with footwork.*	*Limited movement and reacts slowly or stands flat-footed.*	*Poor positioning, poor footwork and remains stationary or unprepared*

HINT

Teachers should select assessment options that suit the varying ability levels and progress levels of learners over the course of the assessment period.

WEEK 9

Table 2: Scoring Rubric for Forehand and Backhand Strokes in Tennis (16 Marks)

Criteria	Excellent (4)	Very Good (3)	Satisfactory (2)	Needs Improvement (1)
Stroke Execution	*Demonstrates excellent grip, stance, swing and follow-through consistently.*	*Demonstrates mostly correct technique with minor errors.*	*Technique is inconsistent with some errors.*	*Technique is largely incorrect or incomplete.*
Accuracy and Control	*All strokes accurately land within target areas consistently.*	*Most strokes land within target areas.*	*Some strokes land in target areas with inconsistent control.*	*Majority of strokes miss target areas and ball control is very poor.*
Consistency	*Maintains high quality and control throughout all strokes.*	*Maintains control and quality for most strokes.*	*Control and quality vary significantly.*	*Inability to maintain control or quality during strokes.*
Self-Analysis and Reflection	*Provides insightful analysis with clear identification of strengths, specific actionable improvement suggestions.*	*Provides general analysis with identification of some strengths and areas to improve.*	*Provides limited analysis with unclear or generic suggestions.*	*Provides little to no analysis or relevant suggestions.*

WEEK 10

Table 3: Scoring Rubric for a Modified or Mini Tennis Game (40 marks)

Criteria	Excellent (4)	Very Good (3)	Satisfactory (2)	Needs Improvement (1)
Forehand Stroke Execution	*Performs forehand stroke with correct grip, full swing, balance and accurate placement.*	*Uses proper grip and motion and moderately accurate placement.*	*Shows basic swing but inconsistent contact or direction.*	*Struggles with grip, swing and frequently miss hits or misses the ball.*
Backhand Stroke Execution .	*Demonstrates the technique with good, smooth, controlled stroke that comes with consistent accuracy.*	*Performs backhand with moderate control and accuracy*	*Uses correct side of the racket but struggles with form and consistency.*	*Incorrect grip and the use of the wrong side of the racket and lacks control and direction.*

Serve Technique	*Consistently executes legal underarm and overarm serves with control, spin and correct service placement.*	*Consistently serves into the correct area with good control.*	*Some serves land in but lacks control or consistency.*	*Struggles to perform a legal or accurate serve.*
Reception (Return of Serve)	*Anticipates ball direction well, uses forehand or backhand appropriately with control.*	*Returns ball with proper technique but inconsistent placement.*	*Frequently returns the ball but with limited control or direction.*	*Rarely makes successful contact or returns and lacks readiness.*
Movement and Positioning	*Moves correctly and quickly, gets into proper stance and anticipates next shot.*	*Moves to ball with moderate agility and sometimes late.*	*Shows basic footwork but slow to respond.*	*Limited movement and stands still or reacts too late.*
Application in Game Play	*Integrates all skills smoothly into game, adapts strategy and shows strong mastery of performance.*	*Applies skills well, makes moderate decisions and performance under pressure.*	*Attempts to apply skills but struggles under pressure.*	*Does not apply skills correctly, confused or passive during play.*
Understanding of Rules	*Fully observes rules, shows fair play and encourages others.*	*Follows most rules, corrects self when reminded.*	*Understands some rules but needs frequent guidance.*	*Unfamiliar with rules, disregards or forgets them often.*
Rally consistency	*Maintains rally with minimal errors.*	*Maintains a rally with occasional errors.*	*Struggles to maintain rally.*	*Rarely maintains a rally with most shots ending in errors.*
Teamwork/ Attitude	*Actively supports partner or opponent, displays leadership and a positive attitude.*	*Cooperative and respectful and participates willingly.*	*Needs reminders to stay engaged or show sportsmanship.*	*Disengaged, disrespectful or uncooperative.*
Communication and Reflection	*Clearly explains decisions after the play (e.g., shot selection, serve choice), shows deep understanding of skill application.*	*Explains most choices with some insight into tactics and technique.*	*Gives general explanations with limited tactical wisdom.*	*Cannot explain decisions and lacks understanding of skill use.*

SECTION 6: HEALTH AND WELLNESS – PART TWO

STRAND: PHYSICAL ACTIVITY AND HEALTH

Sub-Strand: Health and Wellness

Learning Outcome: *Explain the concept of sports injuries*

Content Standard: *Demonstrate knowledge and understanding of sports injuries.*

INTRODUCTION AND SECTION SUMMARY.

In sports and physical activity, injuries are an unfortunate but common occurrence that affect individuals from casual participants to professional athletes. These injuries can occur suddenly due to trauma or develop gradually as a result of repetitive strain. Understanding the concept of sports injuries is essential for learners to recognise how and why injuries happen, how they affect performance and how to manage or prevent them. This section introduces learners to different types of sports injuries, their signs and symptoms, and the various ways they can be addressed or avoided through proper technique, preparation and safety measures. Developing this foundational knowledge helps learners to participate in physical activities more safely and responsibly.

The section will help learners explore the concept of sports injuries, including what constitutes an injury in sports settings and the common ways they occur. Learners will examine how sports injuries manifest, focusing on symptoms like swelling, pain and reduced movement, and the difference between acute and chronic injuries.

In addition, learners will investigate the impacts of sports injuries, such as physical, psychological and performance-related effects on athletes. Preventive strategies like proper warm-up, use of protective gear, correct techniques and awareness of one's physical limits will also be discussed. By the end of the section, learners will gain important knowledge on how to recognise, respond to and reduce the risk of injuries**,** enhancing their overall safety and well-being in sports and physical activity participation either professionally or recreationally.

The weeks covered in this section are:

Week 11: Discuss the concept of sports injuries and how they manifest.

Week 12: Discuss and practice preventive measures relating to sports injuries.

SUMMARY OF PEDAGOGICAL EXEMPLARS

This section is scheduled for **Weeks 11 to 12**, during which teachers are expected to facilitate an in-depth exploration and application of the concept of sports injuries. To promote active engagement and inclusive participation, different **pedagogical exemplars** should be used during teaching the concepts. The following pedagogical approaches should be considered.

- **Brainstorming & Concept Mapping** where learners work in small groups brainstorm different types of sports injuries and create concept maps to show how injuries occur.

- **Interactive Case Studies** that involve presenting real or fictional sports scenarios (e.g., footballer twisting an ankle during a match) and learners identify the possible injury, signs and symptoms, and discuss how it happened.
- **Demonstration with Visual Aids** where diagrams, videos or mannequins are used to show common injuries and body parts affected and the teacher models proper and improper techniques that can lead to injuries (e.g., poor landing after a jump) to enable learners to connect theory with practice.
- **Role Play and simulation exercises** where some learners act out different sporting situations leading to injuries and others identify the injury and how it might manifest (e.g., swelling, bruising, limited movement).
- **Interactive discussions** that invite learners to share personal experiences or examine well-known cases of athlete injuries and explore both short-term and long-term impacts of injuries.
- **Problem-Solution Chart Activity** here learners list various sports injuries and match them with appropriate prevention strategies.
- **Preventive Practice Stations here** rotation stations are set up where learners practise warm-up routines, stretching, use of protective gear and correct movements in different sports.
- **Poster Campaign or Infographic Creation** where learners will design safety posters showing 'Do's and Don'ts' in sports to prevent injury and display them around the school or classroom.

To ensure an inclusive and collaborative classroom environment, these activities should be done in **mixed-ability** and mixed **gender-based groupings** where appropriate.

ASSESSMENT SUMMARY

The assessment should be structured to evaluate learners' ability to recall, understand and apply knowledge related to sports injuries and their prevention through a blend of oral presentations, group discussions, written quizzes or project-based tasks. It should be structured across the Depth of Knowledge (DoK) Levels 1 to 4. The assessment should require learners to identify and recall key terms, symptoms and types of injuries for Level 1 and 2, interpret causes and effects, explain the progression of injuries over time if not treated or not treated well for and describe how injuries develop and impact an individual's performance and well-being for Level 3 and 4. A clear marking scheme and rubric should be developed to evaluate learners' oral responses, written work, participation in discussions and overall task performance.

Assessment Summary Table: 6

Week	Indicators	DoK Level	Assessment Strategy and Mode
11	Discuss the concept of sports injuries and how they manifest.	Level 2	Class exercise
12	Discuss and practice preventive measures relating to sports injuries.	Level 4	Class exercise

WEEK 11

Learning Indicator: *Discuss the concept of sports injuries and how they manifest*

FOCAL AREA: SPORTS INJURIES AND HOW THEY MANIFEST

1. SPORTS INJURIES



Figure 11.1: *An image showing various sports injuries and their location on the body.*

What is an injury?

An injury is any form of physical harm or damage caused to the body, typically resulting from an accident, impact or excessive strain. Injuries can affect various parts of the body, tissues or structures such as muscles, bones, joints, ligaments, tendons, internal organs and the skin. Examples of injuries include sprains, strains, fractures, dislocations, bruises and wounds. Injuries may be visible (like a bruise or cut) or internal (like a torn ligament or a concussion). Injuries can occur suddenly such as from a fall, collision or awkward movement or they can develop gradually over time due to repetitive stress or overuse. The severity of an injury can range from mild to severe and it often leads to pain, reduced mobility, swelling or loss of function in the affected area.

2. What is a wound?

A wound is a break, cut or opening in the continuity of the skin or underlying tissues or membrane of the body which is usually caused by an external force such as a cut, blow or impact. It occurs when the surface of the skin or mucous membrane is torn, cut, punctured or damaged. This exposes the underly tissue or the tissues beneath and may lead to bleeding, pain and increase the risk of infection. The severity of a wound depends on its depth, size, location and whether it is clean or contaminated. Prompt and proper wound care is important to promote healing and prevent complications like infections or scarring. There are two main types of wounds, opened and closed wounds.

Examples of opened wounds are abrasions (scrapes), lacerations (cuts), punctures (stab, nail or needle wounds), avulsion (tearing away of the skin or tissue) and incisions (surgical wounds).

Example of closed wounds are contusions (bruises) and hematomas (collection of blood under the skin).

3. **What is the difference between an injury and a wound?**

The main difference between an injury and a wound lies in their scope and nature. However, because their definitions are so similar, some texts use the terms interchangeably.

Injury: Injury is a broad term or category that refers to all kinds of physical damage or harm to the body. It includes things like sprains, fractures, concussions and wounds.

Wound: Wound is more specific type of injury that refers to a break or opening in the skin or mucous membrane caused by cuts, punctures, bruises or abrasions which are types of injury.

Summary

Injury - General term (includes wounds, fractures, etc.)

Wound - Specific type of injury affecting the skin surface or tissue.

4. **What are sports injuries?**

Sports injuries are physical injuries that occur during, physical activities exercise or sports participation either recreationally or competitively. They result from overexertion, poor training practices, improper technique, lack of conditioning, lack of proper equipment or accidents such as falls, collisions and sudden movements and can interfere with an individual's ability to continue physical activity**.** Sports injuries may occur suddenly (acute) or develop over time due to repetitive stress (chronic).

a. **Types of Sports Injuries Based on Onset or Timing**

Sports injuries are divided into two broad categories, namely acute and chronic injuries. Acute injuries are injuries that occur or happen suddenly, such as when a person falls, receives a blow or twists a joint while playing. Chronic injuries result from overuse of a particular area of the body (repetitive stress or overload) and develop gradually over time.

i. **Acute injuries**

An **acute injury** is a type of injury that occurs **suddenly and unexpectedly**, usually because of a specific traumatic event such as a fall, blow, collision or improper movement during sports, physical activities or exercise. These injuries usually cause **immediate pain, swelling, and loss of function** in the affected area.

Examples of Acute Injuries

- **Fracture (Broken Bone):** A direct blow or fall causing a bone to break, such as a broken arm, leg or finger during a game, training or exercise session.
- **Dislocated Shoulder:** A hard tackle or fall knocking the shoulder joint out of place.
- **Sprain:** Overstretching or tearing of ligaments, often in the ankle or wrist.
- **Strain:** Tearing or overstretching of muscles or tendons, such as a pulled hamstring.
- **Knee Ligament Injuries (e.g., ACL tear**): Rapid stops, sudden pivoting, turns, collisions or impact causing damage to the ligaments in the knee.
- **Hamstring Strain**: Overstretching or tearing the hamstring muscle during a sudden sprint or kick.
- **Bruise (Contusion):** Direct impact from a ball, opponent or equipment causing internal bleeding and swelling under the skin.

- **Cuts and Abrasions:** Falling or sliding on a hard surface or contact with rough equipment causing open wounds or scratches on the skin.
- **Cramp (in acute form):** A sudden involuntary muscle contraction, often during intense activity.
- **Nosebleed (from impact):** Bleeding from the nose due to a direct blow to the face.
- **Groin Pull:** Sudden side movements or overstretching while changing direction quickly stretching or tearing the inner thigh or groin muscles.

ii. **Key Characteristics of Acute Injuries**

- Sudden onset of pain
- Obvious cause or incident (e.g., a fall, hit or twist)
- Visible symptoms such as bruising, swelling or bleeding
- Immediate functional loss (difficulty walking or using the affected part, etc.)

iii. **Chronic injuries**

Chronic injuries are injuries that develops gradually over time, often due to repetitive stress or overuse of a muscle, joint or tendon. Unlike acute injuries, chronic injuries do not occur suddenly and may persist for weeks, months or even years if not properly treated or managed.

Examples of Chronic Injuries

- **Tennis Elbow (Lateral Epicondylitis):** Pain and inflammation in the elbow caused by repetitive wrist and arm movements.
- **Shin Splints**: Pain along the shin bone from overuse, often due to running on hard surfaces.
- **Runner's Knee (Patellofemoral Pain Syndrome)**: Pain around the kneecap from repeated stress or improper alignment.
- **Achilles Tendinitis:** Inflammation of the Achilles tendon caused by repetitive jumping or running.
- **Rotator Cuff Tendinitis**: Shoulder pain caused by overuse of the rotator cuff muscles, common in swimming or throwing sports.
- **Stress Fracture**: Small cracks in a bone due to repeated force, often found in the foot or lower leg.
- **Plantar Fasciitis**: Heel pain due to inflammation of the tissue along the bottom of the foot.
- **Lower Back Pain**: Ongoing pain caused by poor posture, overuse or weak core muscles.
- **Bursitis**: Inflammation of the bursae (fluid-filled sacs) that cushion joints, often in the hip, shoulder or elbow.
- **IT Band Syndrome (Iliotibial Band Syndrome)**: Pain on the outer side of the knee due to friction from a tight band during running or cycling.

iv. **Key Characteristics of Chronic Injuries**

- Gradual onset of pain and discomfort
- Symptoms worsen over time

- Caused by repetitive motion or overuse
- Often leads to persistent inflammation or irritation
- Pain may come and go or increase with activity

b. **Types of Sports Injuries based on the Type of Tissue Affected**

i. **Soft tissue injuries:** These are injuries that involve muscles, tendons, ligament and skin. Examples include sprains (ligament injuries), strains (muscles and tendon injuries), contusions (bruises on the skin), tendinitis and lacerations or abrasions.

ii. **Hard tissue injuries:** These are injuries that involve bones and joints. Examples are fractures (broken bones) and dislocations (bones forced out of position).

c. **Types of Sports Injuries Based on Severity**

i. **Mild Injuries:** These are injuries that cause minimal damage, slight pain with slight swelling or no swelling. They most at times do not interfere with performance.

ii. **Moderate Injuries:** These are injuries that cause partial damage with noticeable pain and swelling and may limit physical activity temporary.

iii. **Severe Injuries:** These are injuries with complete tear or break of tissue or bone with significant pain, swelling and the potential for long-term disability.

iv. **Overuse injuries**: These are injuries caused by repetitive activity without adequate recovery from physical activities engaged in (e.g., tennis elbow from repetitive arm motion).

5. **Mechanisms of Injury**

Mechanisms of injury refer to the specific ways by which damage or harm occurs to body tissues due to an external force or event. Understanding the mechanisms of injury helps in diagnosing, treating and preventing injuries. These mechanisms can be broadly classified based on the type of force or movement involved. Examples include:

a. **Direct Impact (Blunt or Penetrating Trauma)**

i. *Blunt Trauma*: This is caused by forceful impact without penetration (e.g., being hit by a ball or colliding with another player during a game).

ii. *Penetrating trauma:* This is caused when an object pierces the skin and underlying tissues (e.g., being stabbed or being pierced by a sharp during exercise).

b. **Twisting (Turning) Forces:** This occurs when one part of the body remains stationary while the other rotates which is common in ankle sprains, knee ligament injuries (like ACL tears) and spinal injuries.

c. **Overuse or Repetitive Strain:** This caused by repeated stress on a body part over time without adequate rest, leading to injuries like tendinitis, stress fractures or shin splints.

d. **Shearing Forces**: This occurs when two opposite forces act parallel but in opposite directions on a body part. this common or seen in skin abrasions or ligament tears when joints are forced to slide in unintended ways.

e. **Compression Forces:** This occurs when a body part is crushed between two objects which can result in fractures, contusions or internal bleeding.

f. **Tension (Pulling or Stretching) Forces:** This occurs when tissues are stretched beyond their normal capacity or limit leading to muscle strains or ligament sprains.

g. **Bending Forces:** This is a combination of compression on one side and tension on the other which often results in fractures, especially in long bones.

h. **Axial Loading:** A vertical force applied along the axis of a bone or the spine which is common in diving injuries or falls from height leading to spinal fractures.

6. **Common sports injuries**

a. Fracture

b. Dislocation

c. Sprain

d. Strain

e. Contusion

f. Tendinitis

g. Abrasion

h. Cuts

7. **How Sports Injuries Manifest (Common Signs and Symptoms of Sports Injuries)**

a. **Common Signs of Sports Injuries:** These are observable or measurable indications of injuries that doctors and other people can see or observe.

Signs include:

i. **Swelling or Inflammation:** Swelling occurs as the body's natural response to an injury. It may happen quickly or gradually and can make the injured area appear larger or feel tender. It is an accumulation of blood or fluid at the injury site which are very common in sprains, strains and close fractures.

ii. **Bruising (discolouration):** This result from bleeding under the skin after a blow or an impact leading to a change of the skin colour at the injury site to blue, black or purple due to the internal bleeding and may be painful to touch.

iii. **Deformity:** This is visible misalignment or abnormal shape, suggesting fractures or dislocations.

iv. **Redness and warmth:** This is an inflammation of tissues due to the injury or infection of the injury.

v. **Restricted movement:** This is a limited ability to move the affected part. Most common in joint or muscle injuries.

vi. **Bleeding (external or internal):** This is seen when there are cuts, openings or abrasions in the case for external and bleeding into the joints which may not be immediately visible in the case of internal ones.



Figure 11.3: *Different Types of Fracture*

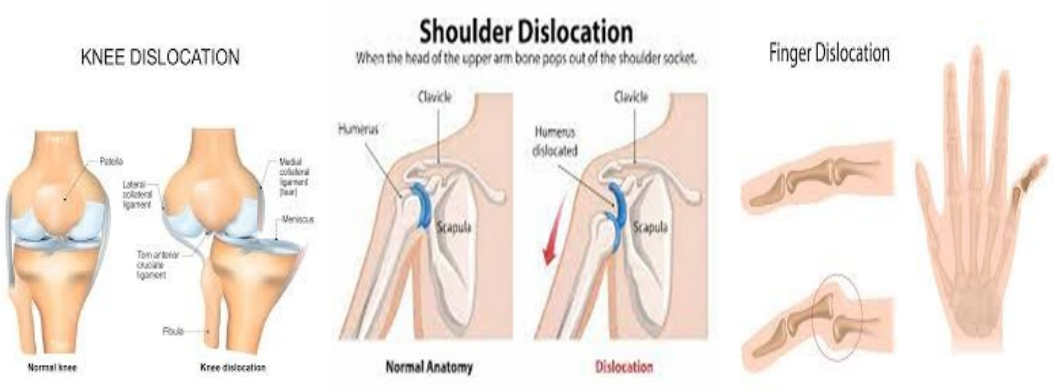


Figure 11.4: *Dislocation at different parts of the body (knee, shoulder and finger)*

b. **Common Symptoms of Sports Injuries:** These are subjective experiences reported by the injured person. They are what the injured person feels and can describe to a doctor or other people. Symptoms are experienced only by the person who has the condition. Some symptoms include:

i. **Pain or discomfort:** One of the most immediate symptoms is pain. It can be sharp and sudden which signals that something is wrong. This ranges from mild to severe and may be aggravated by movement of the affected part.

ii. **Stiffness:** This is the feeling of tightness or difficulty moving a joint or muscle.

iii. **Numbness of tingling:** This is the loss or reduction of sensation at the affected part or prickling or pins and needle sensation at the injured place. These feelings are often associated with nerve related injuries or pressure on the nerves.

iv. **Weakness or instability:** This is when the muscles or joints affected is unable to support normal movement.

v. **Throbbing or pulsing sensation:** This is a type of pain or discomfort that feels like a rhythmic beat that is similar to the pulsing of the heartbeat in the injured or inflamed part of the body.

vi. **Loss of function:** This the inability to use the affected limb or part of the body normally.

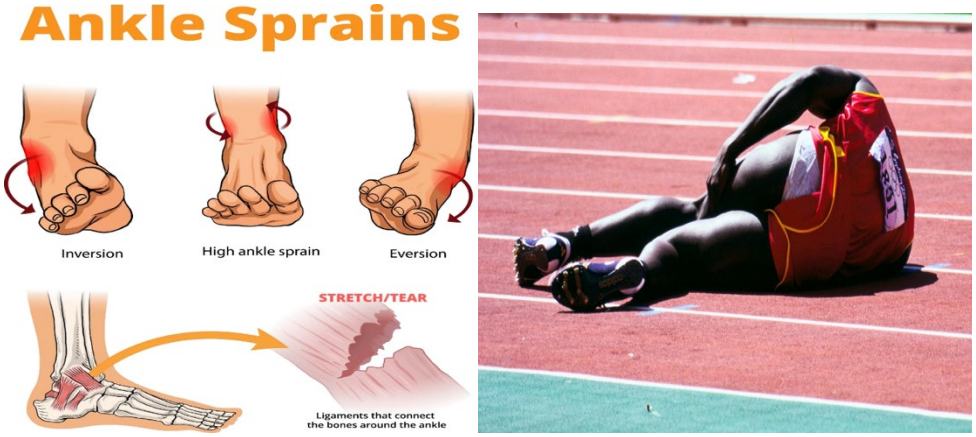


Figure 11.5: *An Ankle Sprain and a Hamstring Strain*

LEARNING TASKS

1. Explain the concept of sports injuries.
2. Describe types of sports injuries
3. Differentiate between an acute injury and a chronic injury.
4. Discuss how sports injuries commonly manifest in athletes.
5. Describe the signs and symptoms that may indicate the onset of a sports injury.

PEDAGOGICAL EXEMPLARS

a. **Starter Activity: 'What Went Wrong?' Uncovering Mystery Sports Moments**

Objective: To get learners thinking about how injuries occur in sport through observation and prediction.

Instructions

i. **Set the Scene:** Telling learners they will be playing the role of 'Injury Investigators' tasked with figuring out what might have gone wrong in certain sports situations.

ii. **Visual Engagement:** Show 2 to 3 short video clips or images of sports moments where a player:

- falls awkwardly
- trips over another player
- collides during a match
- is limping
- suddenly stops and holds a body part in pain (e.g., ankle, knee, wrist)

Do not show graphic injuries.

iii. **Group Discussion**: Pairs or organise learners into small groups and ask them to analyse each clip or image and discuss the following questions:

- What do you think just happened in this scene?
- Which part of the body may have been affected?
- What kind of movement or action do you think led to the injury?
- What signs or symptoms can you identify?
- If you were nearby, what would you do to help the player?

iv. **Class Sharing:** Invite pairs or groups to share their observations. Write their ideas on the board. Encourage varied views and make it clear that there are no right or wrong answers at this stage. It is all about observation and reasoning.

v. **Transition to Lesson Focus:** Summarise learners' ideas and let them know that injuries can happen unexpectedly in many sports and today's lesson will help them understand how injuries occur, what types there are, and how to prevent them.

b. **Main activity**

Collaborative, Digital, and Talk for Learning Strategy – Injury Identification Gallery Walk

Gallery Walk Setup:

i. Prepare and display a series of printed cards or posters around the classroom. Each card should a feature of a type of sports injury (e.g., sprain, strain, fracture, dislocation) and a brief descriptions or visual examples of the injury. Divide the class into small groups and assign each group a starting point in the gallery and ask the groups to rotate around the room, reading the materials, discussing the content within their group and taking notes in response to guiding questions such as:

- What part of the body does this injury affect?
- What might cause this type of injury?
- How might an athlete know they have this injury?

ii. After the gallery walk, facilitate a class discussion using these guiding prompts:

- What is an injury?
- What is a wound?
- How do the two differ?
- What are sports injuries?
- What are the different types of sports injuries?
- How did the injury occur?
- What are examples and characteristics of each type?
- How do sports injuries commonly manifest in athletes?

iii. To engage learners and enhance their understanding, ask leaners to use their digital devices (smartphones, tablets or laptops) to research more examples of sports injuries. In their groups, they should find:

- One video or images showing a common sports injury.
- Key signs or symptoms of the injuries.
- A sport in which this injury is common.
- Each group presents their digital findings briefly to the class. Encourage learners to ask questions or make connections between different injury types and how they manifest.

Collaborative Learning and Talk for Learning – 'Body Map' Injury Activity

i. Divide the class into small groups (3 to 5 learners per group) to encourage cooperation and peer learning. Provide each group with a large sheet of paper showing a blank human body outline (front and back view if possible), coloured markers or felt pens and sticky notes or pieces of paper.

Task groups to

- Identify and label body parts commonly prone to injury in sports (e.g., ankles, knees, wrists, shoulders, head).

- List possible types of injuries that can occur at each location (e.g., sprain, strain, fracture, dislocation).
- Describe distinctive signs and symptoms of those injuries (e.g., bruising, pain, swelling, restricted movement, discolouration of the skin, deformity of the place).
- Use colours or symbols to differentiate between injury types (e.g., red for acute injuries, blue for chronic).
- Each group presents their body map to the class, explaining, why certain areas are more prone to injuries, what causes the injuries and how they appear and, real-life examples from sports they know or play.

ii. After the presentations, facilitate a whole-class discussion to compare findings from each group. Clarify any misconceptions and highlight important patterns or repeated ideas.

iii. Reinforce the meaning of terms like injury, wound and sports injury, and how such injuries manifest (e.g., inflammation, deformity, pain).

iv. Conclude the lesson by summarising the difference between general injuries, wounds and sports-specific injuries. Distinguish between injury types, key body parts vulnerable to sports injuries, how to recognise the symptoms and understand what they may indicate and how sports injuries manifest.

KEY ASSESSMENT: Class Exercise

Level 2: Short Answer Questions

Assessment Mode: Class exercise

1. Explain the difference between acute and chronic sports injuries. Give one example of each. (6 marks)
2. Describe two common signs or symptoms that can help identify a sports injury. (6 marks)
3. A football player falls and grabs their knee in pain. (4 marks)
   a. Analyse what might have happened.
   b. What type of injury this could be?
   c. What are the signs of the injury?

Reflection

- *An injury is any physical harm or damage that occurs to the body as a result of an external force.*
- *Sports injuries are injuries that occur during physical activities, exercise or spots participation.*

PLC Session 11

45 minutes	Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to

a. explain the week's concepts in a practical way that will make it easier for learners to understand

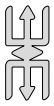
b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).

3. Use your subject specific app to plan your lesson. Ask the app to

a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.

b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)

c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app

a. The key assessment for the week is ***class exercise***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the exercise (NTS 3k-3q).

10 minutes **Content Exploration**

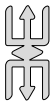
5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)

b. all teachers in the group work through a similar problem individually for 3–4 minutes

c. the group then works through the problem together step by step

d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes	Enactment

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).
    a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
    b. After the enactment, ask for structured feedback from the group
        i. was the concept explained in a way that a learner with no prior knowledge could follow?
        ii. were the examples grounded in contexts familiar to Ghanaian learners?
        iii. did any misconceptions surface and if so, how were they addressed?

5 minutes	Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
    a. transfer your chats into your learning planner template.
    b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
    c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 12

Learning Indicator: *Discuss and practice preventive measures relating to sports injuries*

FOCAL AREA: IMPACTS OF SPORTS INJURIES AND PREVENTIVE MEASURES

Recap

Last week's lesson explored the meaning of sports injuries, understanding them as physical harm or damage that occurs during sports or physical activities. It was discovered that sports injuries can affect muscles, bones, ligaments, tendons or joints and can vary in severity. The lesson also covered how sports injuries appear, highlighting visible signs like swelling, bruising, redness, and deformity. It also discussed symptoms such as pain, stiffness, limited movement, or weakness in the injured area, as well as common causes like impact, overuse, twisting, or falling. The class distinguished an injury from a wound and discussed the difference between acute and chronic sports injuries through examples and class discussion.

Building on the previous understanding of how sports injuries happen and what they look like, this week's lesson will shift the focus to factors or causes of sports injuries, their impact and how to prevent them.

FACTORS OR CAUSES, IMPACT AND PREVENTION OF SPORTS INJURIES

Factors or causes

Factors or causes of sports injuries refer to the various conditions, behaviours, or circumstances that increase the likelihood of an athlete or individual getting hurt during physical activity, training, or competition. To better understand them, these causes are generally grouped into two main categories, namely intrinsic (internal) and extrinsic (external) factors or causes.

1. **Intrinsic (Internal) Factors:** These are personal and physical characteristics that come from within the individual and can put them at risk of injury. This includes:
    a. **Poor Physical Fitness:** When an athlete or an individual lacks general or specific physical conditioning, their body may not be strong or flexible enough to withstand the demands of an activity. For example, weak muscles are more likely to tear or strain, and tight joints may be more prone to sprains or dislocations.
    b. **Previous Injuries:** Areas of the body that have been previously injured may not fully recover their strength, flexibility or stability. Scar tissue or weakness in these areas can increase the risk of re-injury, especially if rehabilitation was inadequate.
    c. **Inadequate Warm-Up or Cool-Down:** Skipping a proper warm-up can leave muscles and joints stiff and less responsive, making them more vulnerable to sudden movements. Similarly, failing to cool down can hinder muscle recovery and increase the risk of soreness or delayed injuries.
    d. **Poor Technique or Body Mechanics:** Using improper movement patterns, especially in skill-based sports can place undue stress on certain muscles or joints. For instance, poor running posture can lead to knee injuries and incorrect lifting technique can cause back strain.

e. **Muscle Imbalances**: When one group of muscles is significantly stronger or more flexible than its opposing group (e.g., quadriceps vs hamstrings), it can lead to uneven strain during movement, increasing the chance of overuse injuries or muscle tears.

f. **Overtraining or Fatigue:** Training too often or intensely without allowing the body enough time to rest and recover can lead to chronic fatigue, decreased performance and a higher likelihood of injury due to poor coordination or reaction time.

g. **Mental and Psychological Factors**: Mental stress, anxiety, low motivation or lack of concentration can result in poor judgment or delayed reactions, increasing the chances of making errors that lead to injury.

2. **Extrinsic (External) Factors**: These are environmental and equipment-related causes that come from outside the body and affect how the sport is played. Examples include:

   a. **Improper Equipment or Clothing:** Wearing the wrong type of footwear, using worn-out gear or not wearing protective equipment (e.g., shin guards, helmets) can expose athletes to unnecessary risk. For example, playing football with inappropriate boots can cause ankle injuries.

   b. **Unsafe Playing Surfaces:** Uneven, wet, slippery or overly hard surfaces can increase the risk of falls, slips and impact injuries. Potholes, poorly maintained courts or tracks are common hazards.

   c. **Poor Coaching or Supervision:** Athletes who are not properly taught how to perform skills or who are not adequately monitored during training are at a higher risk of making mistakes that lead to injury.

   d. **Type of Sport or Activity:** Contact sports such as rugby, boxing or football naturally carry a higher risk of injury due to frequent physical contact. In contrast, non-contact sports like swimming or tennis usually have lower injury rates but may still cause overuse injuries.

   e. **Environmental Conditions:** Extreme temperatures, high humidity or poor lighting can make sports more dangerous. For instance, excessive heat can lead to dehydration or heat stroke, while poor lighting may cause misjudgement and falls.

   f. **Lack of Protective Gear**: Failure to wear appropriate safety gear (e.g., mouthguards, wrist guards, helmets, shin guards) increases the risk of injury, especially in high-contact or high-risk sports like cycling, hockey or skateboarding.

   g. **Aggressive or Dangerous Play:** Players who act recklessly or break the rules (e.g. late tackles, pushing or intentional fouls) can cause injuries to themselves and others. Intense competition without discipline can lead to unnecessary collisions or falls.

Impacts of Sports Injuries on Athletes and Individuals

Sports injuries can meaningfully affect various aspects of an athlete or active individual's life and affect beyond just the body. These impacts are commonly grouped into five main categories. These are physical, psychological, social, educational or occupational and financial.

1. **Physical Impacts:** Physical impacts are the direct effects injuries have on the body and its ability to function normally. It includes pain, loss of movement and reduced athletic ability and reduced function.

   Examples of physical impacts:

   a. **Pain and discomfort:** Injuries often cause immediate or lasting pain. A sprinter who pulls a hamstring will experience sharp pain that prevents normal walking or running.

b. **Reduced performance:** An injury may limit strength, endurance or flexibility. A footballer recovering from an ankle sprain may not be able to run, change direction, or shoot as effectively as before.

c. **Loss of fitness:** Long rest periods during recovery can reduce overall physical fitness. A basketball player who is bedridden or inactive for weeks after knee surgery may lose muscle strength and cardiovascular endurance.

d. **Permanent disability:** Serious injuries might lead to lasting or irreversible physical damage. A spinal cord injury from a rugby tackle could result in partial or complete paralysis, making it impossible to walk again.

e. **Risk of re-injury:** Returning to sport too soon increases the chance of injuring the same area again. A volleyball player who returns to training too soon after a wrist fracture may re-injure the same wrist during blocking or spiking.

2. **Psychological Impacts:** This refers to how an injury affects a person's mental and emotional state or the emotional and mental challenges that arise from being injured. It includes feelings like sadness, anxiety, fear, hopelessness, loss of confidence of going back and perform as before or how the injury influences the injured person's thoughts and behaviours.

Examples of psychological impacts:

a. **Depression and anxiety:** Being unable to train or compete may cause emotional distress. A track athlete who has trained for years but misses a major competition due to injury may feel deeply disappointed, sad, or anxious about the future.

b. **Fear of re-injury:** Some athletes may become overly cautious or hesitant to return to sport. A gymnast may become overly cautious or hesitant when attempting a move that previously led to injury, affecting their performance.

c. **Loss of identity:** Athletes who define themselves by their sport may feel lost or uncertain. A retired footballer who was known for their athletic achievements might struggle to find purpose or self-worth without sport due to retiring too early because of injury.

d. **Reduced self-esteem:** A lack of performance or activity may lower confidence levels. A student-athlete who once excelled but now sits on the bench due to injury may feel unimportant or less valued.

3. **Social Impacts:** These are changes in how an injured person interacts with others or participates in social life or how the injury affects the individual's relationships and interactions with others such as teammates, friends or family.

Examples of social impacts

a. **Isolation:** Not being able to attend training or matches may lead to loneliness. A netball player on crutches may be unable to join teammates for training or team bonding activities, leading to feelings of exclusion.

b. **Reduced social interaction:** Time away from the sports environment can limit daily contact with peers. A swimmer undergoing daily physiotherapy may have little time or energy for social events, resulting in loneliness.

c. **Strained relationships:** Mood swings or dependency during recovery can affect relationships**.** A parent or partner might feel overwhelmed if they have to care for the injured person, possibly causing tension or conflict.

4. **Educational or Occupational Impacts:** These are the effects an injury has on a person's learning, academic progress, training, job and career or work life due to an injury.

   Examples of educational or occupational impacts

   a. **Missed school or academic delay:** Injured student-athletes may miss classes or exams due to treatment and recovery. A student-athlete who breaks a leg might miss weeks of school, fall behind in lessons, and perform poorly in exams.

   b. **Work disruption:** Individuals may be unable to work or perform duties at their job. A physical education teacher with a torn ligament may be unable to demonstrate or participate in activities, limiting their teaching effectiveness.

   c. **Career uncertainty:** A severe injury can end a sports career or require the person to change professions. A promising boxer who suffers repeated concussions might be forced to retire early and consider a new and unrelated career path.

5. **Financial Impacts:** These involves all costs related to treatment and managing the injury as well as the potential loss of income due to inability to work or perform.

   Examples of financial impacts

   a. **Medical expenses:** Injuries often require money for treatment, surgery or physiotherapy. A football player who tears an ACL may require surgery, physical therapy and medication which could cost thousands of cedis or dollars.

   b. **Loss of income:** Professional athletes may lose salaries, bonuses or endorsements. A professional basketball player who is injured may miss a season and lose contract bonuses or endorsement deals.

   c. **Need for assistive devices:** Long-term injuries may require costly equipment like braces or wheelchairs. A hockey player with a permanent knee injury might need to purchase a brace, crutches or even a wheelchair depending on severity of the injury.

Prevention of Sports Injuries

Prevention of sports injuries refers to all the measures and strategies taken before, during and after participation in sport or physical activity to reduce the risk, frequency or severity of injuries.

Categories and their Preventive Strategies

In sports injury prevention, categories and their strategies simply mean organising different ways to prevent injuries into focus areas. Each area includes practical steps or methods (strategies) that help reduce the risk of injury. These key areas are:

1. **Proper Warm-Up and Cool-Down**

   Warm-up and cool-down are two key parts of any physical activity or sports session. They help prepare the body for exercise and then help it recover afterward, reducing the risk of injuries and improving performance. Skipping a warm-up increases risk of pulled muscles or joint sprains.

   a. **Warm-up:** A warm-up is a series of light physical activities and stretches done before the main exercise or game. Its purpose is to gradually increase heart rate, blood flow, body temperature and to prepare and loosening muscles and joints for more intense movements.

      i. **Benefits of Warming Up**

         - Reduces risk of injury (e.g., muscle strains, ligament sprains)

- Improves muscle performance and flexibility
- Prepares the heart and lungs for action
- Enhances mental focus and readiness

ii. **Examples of Warm-up Activities**

- **General warm-up:** Light jogging, jumping jacks, skipping, high knees picking, butt kicks, fast walking and marching on the spot.
- **Dynamic stretches:** Arm circles, leg swings, hip circles, lunges with a twist, torso rotations and ankle and wrist rolls.
- **Example:** A football team jogs around the field, does jumping jacks and then stretches before starting drills.



Figure 12.1: *Football Players Jogging to Warm-up before a Match*

b. **Cool-down:** A cool-down is a group of light exercises and stretches done after the main activity. It helps the body gradually return to its resting state, reducing muscle soreness and aiding recovery.

i. **Benefits of Cooling Down**

- Helps prevent dizziness or fainting
- Removes waste products (like lactic acid) from muscles
- Reduces muscle stiffness and soreness
- Helps the heart rate and breathing return to normal



Figure 12.2: *Learners Performing light Jogging to Warm-up before a Physical Education Practical Class*

ii. **Examples of Cool-Down Activities**

- Low-intensity activity: Slow walking or jogging, side steps at a relaxed pace and toe to heel walking.
- Static stretching:
    - Upper body: Shoulder stretch or rolls, triceps stretch, neck stretch (gentle side to side moves).
    - Lower body: Touching toes to stretch hamstrings, quad stretches, calf stretch and hip flexor stretch.
- Deep breathing and relaxation: Inhale deeply through the nose and exhale slowly through the mouth with eyes close, breathing slowing and focusing on relaxing on the muscles.
- Example: After a netball match, players walk slowly for a few minutes and then stretch all the muscles they used during the game.



Figure 12.3: *Learners Stretching after a Physical Education Practical Class*

2. **Use of Correct Technique**

Using the right method or form when performing skills or exercises reduces strain on muscles, joints and ligaments. Incorrect techniques often increase the chance of chronic injuries like tendonitis or stress fractures and strains, sprains and long-term damage.

Examples

a. A football player learning the right tackling technique to avoid knee injuries.

b. A weightlifter practising proper lifting method or form to protect the spine.

c. A swimmer using the correct breathing and arm stroke rhythm.

d. Learning the correct landing technique in basketball to avoid knee injuries.

e. Using the right posture when lifting weights.

3. **Wearing Appropriate Equipment**

Using protective gear and the right attire for sporting activities minimises or reduces risk and prevents injuries during contact or falls. Worn-out shoes or missing gear often result in preventable injuries.

Examples

a. Helmets in cycling and rugby to prevent head injuries.

b. Mouthguards in boxing or hockey to protect teeth and jaw.

c. Shin guards in football to prevent shin injury.

d. Non-slip shoes for netball or tennis to avoid ankle sprains.

4. **Fitness and Conditioning**

Building strength, endurance, flexibility and coordination helps the body cope with the demands of sport. Athletes with poor conditioning are more prone to fatigue and injury and unfit or tired athletes are more likely to make mistakes or overstretch muscles.

Examples

a. A basketball player doing strength training to support the knees.

b. A runner doing balance exercises to prevent ankle sprains.

c. A dancer working on flexibility to reduce muscle strain.

d. Pre-season strength and endurance training for rugby players to prevent sprains and strains.

e. Balance and core stability drills for gymnasts to prevent dislocations, strains and sprains.

5. **Environmental Awareness**

Being aware of the surroundings and conditions can help avoid accidents and slips because environmental hazards can lead to avoidable injuries. Poor surfaces, bad lighting or unsafe weather increase the risk of injury.

Examples

a. Inspecting a netball court for wet spots or uneven surfaces.

b. Checking the field for holes, stones or water before a football match.

c. Avoiding play during extreme heat, heavy rain or thunderstorms.

d. Ensuring indoor courts are clean and dry to prevent falls.

6. **Regular Medical Check-Ups and Screening**

Early detection of potential health risks can prevent injury or worsening of conditions. Routine health assessments identify medical or physical issues that may put athletes at risk. Ignoring small health issues can lead to serious or permanent injuries.

Examples

a. A pre-season medical exam to check for heart or joint problems of athletes.

b. A physiotherapist evaluating a volleyball player's posture and muscle imbalances.

c. Regular check-ins for athletes with previous injuries.

7. **Adhering to Rules and Fair Play**

Dangerous play or rule violations often lead to injuries. Hence, following the rules and maintaining sportsmanship avoids reckless actions and unnecessary contact leading to injuries. Most serious injuries in contact sports come from illegal or dangerous moves.

Examples

a. Avoiding aggressive or illegal tackles in football.

b. Respecting referees' decisions and opponent safety.

c. Following age-appropriate game rules for younger athletes.

d. Not raising the stick dangerously above the shoulder height in hockey.

8. **Rest and Recovery**

Giving the body enough time to recover between training and exercise sessions and after injury is vital to prevent overuse and fatigue-related injuries. Muscles and joints need time to repair, overusing them are major causes of injury. Overtraining is a leading cause of burnout and long-term injury.

Examples

a. Taking rest days during training schedules.

b. Allowing 6 weeks to fully recover from a sprain before returning to sport.

c. Getting enough sleep for muscle repair and mental focus.

d. Following a rest period after injury before returning to play.

9. **Nutrition and Hydration**

A well-balanced diet and regular hydration support energy levels, muscle repair and overall health. Good nutrition strengthens the body while dehydration leads or can cause muscle cramps, confusion, fainting or black out and heat stroke.

Examples

a. Eating enough protein and carbohydrates for energy and recovery.

b. Drinking water before, during and after sports activities.

c. Eating protein-rich meals after training to repair muscles.

d. Drinking water and electrolytes to avoid cramps in hot weather.

e. Avoiding junk food that may lead to poor performance or slow recovery.

10. **Psychological Readiness**

Being mentally and emotionally prepared is just as important as physical readiness. Stress, fear or distraction can affect decision-making leading to poor judgment, risk-taking and coordination.

Athletes who are distracted, anxious or fearful are more prone to accidents during activities.

Examples

a. A gymnast using breathing techniques to calm nerves before competition.

b. A player not returning to competition until mentally confident after injury.

c. Providing counselling or support for injured athletes.

d. Psyching athletes before major competitions.

Preventing sports injuries requires a holistic approach which includes physical preparation, mental readiness, safe environment and the use of proper gear and observing the rules governing each

game or activity**.** By following these measures, athletes and active individuals can enjoy longer, safer and more successful participation in sports and physical activity.

LEARNING TASKS

1. Explain the factors or causes of sports injuries.
2. Describe the effects of sports injuries on athletes and active individuals' performance and academics.
3. Describe ways of preventing sports injuries.

PEDAGOGICAL EXEMPLARS

a. **Starter Activity: Risk Run Challenge - Safe or Unsafe?**

Objective: The aim of this activity is to energise the classroom by getting learners actively involved and moving and to help them recall and apply their prior knowledge of safety in sports, encourages meaningful discussions and peer-to-peer learning, and to connects classroom content to real-life experiences and common mistakes during play.

Prepare the Space

Label two opposite sides of the classroom 'SAFE' and 'UNSAFE'

Instructions:

Read out one statement at a time related to sports practices. Learners quickly decide whether the practice is safe or unsafe and then run to stand under the corresponding sign.

Follow-Up

Once all learners have chosen a side, ask for volunteers from each side to explain why they chose 'safe' or 'unsafe.' Allow a brief class discussion to encourage peer learning and deeper understanding.

Sample Statements to Use

1. Wearing a mouthguard during a boxing match.
2. Playing a netball game without warming up.
3. Drinking water during a long-distance race.
4. Using worn-out running shoes during a sprint.
5. Wearing a helmet when riding a bicycle.
6. Skipping a cool-down after a football training session.
7. Lifting heavy weights without supervision.
8. Playing with a swollen ankle to impress the coach.
9. Wearing shin guards in a football match.
10. Training hard every day without taking any rest days.
11. Playing volleyball on a wet and slippery court.
12. Taping or immobilising a weak ankle before a basketball game.
13. Wearing sandals to play tennis.

14. Stretching muscles before and after exercise.
15. Playing hockey without proper protective gear.
16. Exercising outdoors without drinking water on a hot day.
17. Jogging in the evening wearing reflective clothing.
18. Not reporting an injury to the coach because you want to continue playing.

b. **Main Activity**

Collaborative Learning, Talk for Learning and Practice-Based Learning - Warm-Up & Cool-Down Circuit

i. Divide learners into small groups. Assign each group the task of demonstrating two warm-up exercises and two cool-down exercises. Encourage variety by allowing each group to choose different activities (e.g., dynamic stretches, light jogging for warm-up; static stretches, slow walking for cool-down).

ii. After the demonstrations, ask each group to explain the purpose of each exercise they performed. They should talk about what part of the body the exercise targets, whether it is a warm-up or cool-down and how it helps prevent injury or aid recovery. Provide clear instructions and guide groups in understanding the task. Ensure all learners are actively participating and staying on task during the discussion. Move from group to group, listening in, answering questions, and offering guidance where needed without dominating the discussion. Praise thoughtful answers and creative prevention strategies. Encourage respectful listening and constructive feedback among peers.

iii. Facilitate a brief whole class discussion after all groups have presented and highlight key points, such as the importance of warming up to gradually prepare the body for physical activity by increasing blood flow, flexibility and joint mobility. The importance of cooling down to help the body return to its resting state, reduce muscle stiffness and prevent dizziness or soreness. And ask learners to reflect on the possible consequences of skipping warm-ups or cool-downs, such as muscle strains or sprains, poor performance, increased risk of injury and prolonged muscle soreness or fatigue.

Collaborative Learning, Talk for Learning and Discussion-Based Learning - Sports Injury Scenario Cards

i. Maintain the first groupings. Give each group a different realistic scenario involving unsafe practices in sports or physical activity. For example:

- Ama is playing volleyball on a wet and slippery court.
- Kwame forgot to wear shin guards during his interclass football match.
- Esi started running without doing any warm-up.
- Yaw ignored pain in his knee and continued training.
- Akosua wore worn-out trainers during her sprinting event.

ii. Task each group to read and discuss the assigned scenario with the following guiding questions:

- What type of injury could occur in this situation?
- What preventive measures should have been taken?

- What should the person do differently next time to avoid injury?

Allow groups adequate time to brainstorm, discuss and write down their ideas collaboratively.

iii. Invite each group to present their scenario and solutions to the class. Encourage others to ask follow-up questions or contribute additional preventive ideas. This will build learners' ability to analyse risky behaviour and suggest appropriate, practical solutions. Guide the activity without dominating it and encourage learners to take ownership of their discussions and solutions. Provide clarification if learners are unsure of terms like 'preventive measure' or 'types of injury.' Gently redirect off-task behaviour and keep learners focused.

Collaborative Learning, Talk for Learning and Interactive Demo - Safety Gear Show and Tell

i. Prepare and display clear images (physical or digital) of various sports safety gear such as helmets, mouthguards, knee and elbow pads, shoulder pads, ankle braces and ankle tape shin guards, gloves (e.g., for cricket, baseball, hockey), proper footwear (e.g., cleats, spikes, non-slip shoes), waist and back braces, faceguards and visors, groin protectors headgear (e.g., for boxing, rugby) and hand wraps or wrist guards.

ii. Task learners in their small groups to identify the sport each item is commonly used in and describe how each item protects the body and prevents injury. Groups should indicate one sport-specific injury that the equipment is designed to reduce or prevent (e.g., shin guards prevent shin bruises in football). After the group work, engage the whole class to discuss each item and clarify the protective role of each item. Emphasising the importance of proper usage, fit and consistency in wearing protective equipment during training and competition. Discuss how neglecting to use this equipment can lead to avoidable injuries.

iii. Wrap up the lesson with a game 'Injury or Safety?

This is to reinforce learners' understanding of safe and unsafe practices in sports through a fun and competitive review game. Split learners into two teams (or more, depending on class size). Assign a spokesperson for each round or allow collaborative responses. Show an image or read out a sports scenario (e.g., 'A boxer forgets to wear a mouthguard during a match' or A sprinter does dynamic stretches before a race). Each team must decide whether it is an 'Injury Risk' or 'Safe Practice' and then, explain their reasoning in one or two sentences.

iv. **Scoring**

2 points for a correct answer with a clear and accurate explanation.

1 point for a correct answer but weak or incomplete explanation.

0 points for an incorrect answer.

v. **Examples of Scenarios**

A footballer wears worn-out cleats during a match.

A tennis player wears wristbands and elbow support.

A runner skips the cool-down after a race.

A netball player checks the court for hazards before playing.

The team with the highest score wins. Offer small incentives or recognition (e.g., applause or a class cheer).

KEY ASSESSMENT: Practice Paper 1

Class Exercise

1. a. Explain how the lack of a proper warm-up can contribute to sports injuries.

   b. Suggest two ways athletes can prevent such injuries.

   c. Describe two ways the suggested measures can prevent injuries.

   (8 marks)

2. Describe how the environmental factors of weather and playing surface can influence the occurrence of sports injuries. (4 marks)

3. a. A youth basketball and netball team are experiencing frequent ankle injuries. As a coach, propose two prevention strategies to solve the problem.

   b. Describe how the suggested strategies address the problem.

   (8 marks)

HINT

*Conduct **Practice Paper 1**. It should cover contents taught from Year 1 to 3. Refer to the **Table of Specification and Structure of the Paper** at the end of this section. Learners' papers should be marked immediately and scores entered into the SAP.*

Reflection

- Factors or causes of sports injuries are the reasons or conditions that lead to an athlete or a participant getting hurt while taking part in physical activity or sports.
- Sports injury prevention are the strategies, practices and measures taken to reduce the risk of injuries occurring during participation in sports and physical activities.

Table 2: Table of specification for item construction.

SN	Learning Indicator	Types of Questions	Dok Levels				Total
			1	2	3	4	
1	Apply basic skills in performing individual and team sports (e.g., pickleball – Service and reception in pickleball).	Multiple Choice	–	1	–	–	1
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
2	Apply basic skills in performing individual and team sports (e. g., pickleball – Forehand and backhand strokes in pickleball).	Multiple Choice	–	1	1	–	2
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–

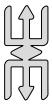
3	Apply basic skills in performing individual and team sports (e. g., pickleball - footwork and movement on the court in pickleball).	Multiple Choice	-	1	1	-	2
		Essay	-	-	-	-	-
		Practical	-	-	-	-	-
4	Apply the skills acquired from the previous lessons in a game situation.	Multiple Choice	1	-	1	-	2
		Essay	-	-	-	-	
		Practical	-	1	-	-	1
5	Discuss the concept of the human skin, its care and grooming.	Multiple Choice	1	-	1	-	2
		Essay	-	-	1	-	1
		Practical	-	-	-	-	-
6	Discuss ICT negative practices and their health implications.	Multiple Choice		1	1	-	2
		Essay	-	-	-	-	-
		Practical	-	-	-	-	-
7	Identify the basic skills in performing chaskele.	Multiple Choice	-	1	-	-	1
		Essay	-	-	-	-	-
		Practical	-	-	-	-	-
8	Apply basic skills in performing individual and team sports (e.g., tennis – introduction to tennis).	Multiple Choice	1	-	-	-	1
		Essay	-	-	-	-	-
		Practical	-	-	-	-	-
9	Apply basic skills in performing individual and team sports (e. g., tennis - forehand and backhand strokes in tennis).	Multiple Choice	1	1	1	-	3
		Essay	-	-	-	-	-
		Practical	-	-	-	-	-
10	Apply the skills acquired from the previous lessons in a game situation.	Multiple Choice	1	1	-	-	2
		Essay	-	-	-	-	-
		Practical	-	1	-	-	1
11	Discuss the concept of sports injuries and how they manifest.	Multiple Choice	1	1		-	2
		Essay	-	-	1	-	1
		Practical	-	-	-	-	-
12	Discuss and practice preventive measures relating to sports injuries.	Multiple Choice	1	2		-	3
		Essay	-	-	-	-	-
		Practical	-	-	-	-	-
13	Identify the basic skills in performing Tumatu (hopscotch) and ampe.	Multiple Choice	1	-	-	-	1
		Essay	-	-	-	-	-
		Practical	-	-	-	-	-

14	Discuss substance use, its causes and risk factors.	Multiple Choice		2	1		3
		Essay	–	–	1	–	1
		Practical	–	–	–	–	–
15	Discuss the consequences of substance use	Multiple Choice	–	1	1	–	2
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
16	Discuss the different types of recreational activities in Physical Education.	Multiple Choice	1	1	–	–	2
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
17	Participate in a variety of recreational activities and reflect on experiences.	Multiple Choice	–	1	1	–	2
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
18	Discuss the concept and types of rehabilitation	Multiple Choice	1	1	–	–	2
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
19	Discuss Principles, factors affecting and hindrances to rehabilitation	Multiple Choice	1	1	–	–	2
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
20	Discuss the avenues available for rehabilitation.	Multiple Choice	–	1	–	–	1
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
21	Explain the benefits of engaging in recreational activities.	Multiple Choice	1	–	–	–	1
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
22	Create a personal plan to guide regular participation in recreational activities	Multiple Choice	–	1	–	–	1
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
			30%	48%	22%	0%	100%
TOTAL NO. ITEMS		(MCQs)	12	19	9	0	40
TOTAL NO. ITEMS		(Essay)	–	–	3	0	3
TOTAL NO. ITEMS		(Practical)	0	2	–	0	2

PLC Session 12

45 minutes | **Planning & Reviewing the Learning Plan**

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
   a. explain the week's concepts in a practical way that will make it easier for learners to understand.
   b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
   a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
   b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
   c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



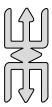
Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP).
   a. The key assessment for the week is ***Practice Paper 1***. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the practice paper (NTS 3k-3q).

10 minutes | **Content Exploration**

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
   a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
   b. all teachers in the group work through the problem individually for 3–4 minutes
   c. the group then works through it together the problem, step by step
   d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*

- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes	Enactment

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).
   a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
   b. After the enactment, ask for structured feedback from the group
      i. was the concept explained in a way that a learner with no prior knowledge could follow?
      ii. were the examples grounded in contexts familiar to Ghanaian learners?
      iii. did any misconceptions surface and if so, how were they addressed?

5 minutes	Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
   a. transfer your chats into your learning planner template.
   b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
   c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section 2: Part Two Review

This section deepened learners' understanding of sports injuries on how they occur, how they manifest, their impacts on athletes and the measures that can be taken to prevent them. Through engaging discussions, scenario-based activities, peer presentations and hands-on demonstrations, learners developed awareness of injury risks in sports and how to promote safety in physical activity. The learning experience emphasised critical thinking, collaboration and practical application.

In Week 11, learners were introduced to the concept of sports injuries and how they manifest in the body. They explored the difference between acute injuries (such as sprains, strains, fractures) and chronic injuries (such as tendonitis and stress fractures). Key signs and symptoms such as pain, swelling, reduced movement, bruising and deformity were discussed using real-life examples. Learners participated in activities like the 'Risk

Run Challenge - Safe or Unsafe? to test their existing knowledge and reflect on common mistakes that lead to injury. Case studies and peer-led analysis helped them visualise how sports injuries occur in various settings.

Week 12 focused on causes, impacts and prevention of sports injuries. Learners examined risk factors such as lack of warm-up, poor technique, unsafe equipment, overtraining and ignoring fatigue. The physical, psychological, social, educational and financial impacts of injuries were explored through group discussions and reflective exercises. Practical demonstrations followed, where learners performed warm-up and cool-down routines in groups and explained their purpose. They also interacted with various safety equipment, matching items like helmets, shin guards and mouthguards to their corresponding sports and identifying their protective functions.

Scenario-based tasks challenged learners to assess risky situations and propose preventive actions. The lesson wrapped up with an interactive quiz 'Injury or Safety? reinforcing key concepts in a competitive and engaging format. Across the week, learners developed their ability to identify, explain and apply preventive strategies that reduce injury risk, fostering both personal responsibility and peer support in maintaining safety during physical activity. The teaching approach blended talk for learning, peer collaboration, critical thinking tasks and practical demonstrations to make sports safety tangible, relatable and memorable.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 11

Table 1: Marking scheme for MCQs and Short Answer Questions (16 marks)

Question numbers	Answers	Total score
Q1: Explain the difference between acute and chronic sports injuries and give one example of each.	*Clear explanation of acute injury – 2 marks* *Relevant example of acute injury – 1 mark* *Clear explanation of chronic injury – 2 marks* *Relevant example of chronic injury – 1 mark* *[Acute injuries happen suddenly during activity (e.g., ankle sprain), while chronic injuries develop over time due to repeated use (e.g., tennis elbow)].*	*6 marks*
Q2: Describe two common signs or symptoms that help identify a sports injury.	*1 mark each for correct identification of two signs or symptoms* *2 marks each for correct explanation of the signs or symptoms* *(Swelling and pain are two common signs, they often appear shortly after the injury occurs and may indicate tissue damage).* *Hint: Accept any other signs and symptoms mentioned and are well explained.*	*6 marks*
Q 3: A football player falls and grabs their knee in pain. Analyse what might have happened, what type of injury this could be and how the injury might show.	*1 mark for relevant sports context described* *1 mark for appropriate injury identified (sprain)* *2 marks for accurate description of symptom(s)* *Note: Consider any additional information that support the answer.* *(The player may have experienced a ligament sprain or a meniscus tear. This type of injury could manifest through immediate pain, swelling, difficulty walking and limited range of motion).*	*4 marks*

WEEK 12

Table 2: Marking scheme for Short Answer Questions (20 marks)

Question numbers	Answers	Total score
Q1. *a. Explain how lack of proper warm-up can contribute to sports injuries.* *b. Suggest two ways athletes can prevent such injuries.* *c. Describe why the suggested measures can prevent injuries*	*2 marks for correction explanation of effect of poor warm-up* *1 mark each for valid prevention measure* *2 marks for each justification* *(Improper warm-up fails to prepare the muscles and joints for intense activity, increasing the risk of strains, sprains or tears).* *Two preventive measures:* *1. Perform dynamic stretching and light cardio before playing.*	*8 marks*

	2. Gradually increase intensity to raise body temperature and flexibility. *Description (one mark for each up to 2 marks)* *1. Prepares the body for physical exertion* *2. Increase muscle temperature and flexibility* *3. Improves joint mobility* *4. Prepares the mind for ease transition from rest to activity* *Hint: Look out for other relevant points*	
Q2. *Describe how the environmental factors of weather and playing surface can influence the occurrence of sports injuries*	*2 marks for explanation of weather effects* *2 marks for explanation of surface condition effects* *(Extremes weather conditions (too hot or cold) can cause dehydration, muscle stiffness, or heat-related illnesses.* *Poor, wet or slippery surfaces can lead to falls, ankle sprains, or joint injuries due to lack of grip or uneven ground).* *Hint: Accept any other relevant points that is not stated here.*	*4 marks*
Q 3. *a. A youth basketball and netball team are experiencing frequent ankle injuries. As a coach, propose two prevention strategies to solve the problem.* *b. Describe how the suggested strategies address the problem.*	*2 marks for each proposed strategy. (Up to 4 marks)* *2 marks for each justification (linking the strategy to ankle injury prevention). (Up to 4 marks)* *(Introduce ankle strengthening and balance exercises to improve stability and reduce the risk of twisting.* *Ensure all players wear proper basketball and netball shoes with ankle support to protect against rolling the ankle during quick movements and landing).* *Note: Consider any additional information that support the answer.*	*8 marks*

SECTION 7: TRADITIONAL GAMES – PART TWO

STRAND: PHYSICAL ACTIVITY AND HEALTH

Sub-Strand: Traditional Games

Learning Outcome: *Demonstrate the ability to perform Tumatu (hopscotch)*

Content Standard: *Demonstrate the ability to apply basic movements in performing traditional games.*

INTRODUCTION AND SECTION SUMMARY

Tumatu, commonly known as hopscotch in English, is a traditional playground game enjoyed by children and young people across many cultures, including Ghana. It is played outdoors on a grid drawn on the ground using chalk, charcoal or a stick. The game involves hopping on one foot through numbered squares while retrieving a tossed object (called a marker or 'stone) without losing balance or stepping on the lines. This game promotes physical fitness, balance, coordination, and strategic thinking. Beyond its physical benefits, Tumatu also fosters social interaction, turn-taking and respect for rules, making it a valuable activity for holistic child development. The simplicity of the equipment and rules makes it accessible and inclusive for learners of all backgrounds.

In this section, learners will explore the traditional game Tumatu, focusing on its origin, structure, rules and educational value. Learners will be introduced to the layout of the Tumatu grid, the roles of players and the sequential steps involved in playing the game. Learners will engage in practical sessions that will allow them develop motor skills such as hopping, balancing and aiming, while also nurturing teamwork and communication. By the end of the section, learners will be able to demonstrate the steps involved in performing Tumatu, explain its benefits and rules, and appreciate its role in promoting active and healthy lifestyles through culturally relevant games.

The week covered in this section is:

Week 13: Identify the core skills in performing Tumatu (hopscotch).

SUMMARY OF PEDAGOGICAL EXEMPLARS

This section presents pedagogical approaches for teaching the core skills required to perform Tumatu (Hopscotch) effectively. Key strategies include guided demonstration and showing, where learners will be introduced to the correct techniques for hopping, balancing and accurately tossing the marker. Learners will also engage in collaborative learning through paired and small group play, which will foster cooperation, turn-taking and respectful social interaction. Movement skill stations will be organised to allow focused practice on hopping, landing and movement control which will ensure each learner has the opportunity to improve balance, coordination and agility. Game-based learning will be used to provide an enjoyable and culturally relevant setting for applying the skills learned in real play scenarios.

ASSESSMENT SUMMARY

Assessment of learners in this section should focus on practical demonstrations and oral quizzes to evaluate their understanding of Tumatu, including its meaning, origin and the proper way to play the game. Learners should be able to explain how the game is set up and confidently demonstrate how it is played in line with the traditional rules and format. Evaluate how well learners apply the core rules of Tumatu, especially with fun, physical fitness and safety. Observe their coordination, adherence to turn-taking, and respectful play with others. To ensure fairness and consistency during assessment, use clearly defined rubrics that outline specific criteria for:

- Proper drawing of the Tumatu court
- Accurate explanation of the game's background and rules
- Effective participation that promotes fitness and enjoyment
- Safe practices during gameplay (e.g., safe landing, balance, awareness of others).

Keep a record of each learner's progress, noting areas where they need more practice and recognising those who show exceptional skills or understanding. This documentation will serve as a valuable tool for planning future lessons and providing individualised feedback. Use the assessment outcomes to support learners' growth, guiding them to enhance their skills and safety awareness during Tumatu and other physical activities.

Assessment Summary Table: 7

Week	Indicators	DoK Level	Assessment Strategy and Mode
13	Identify the basic skills in performing Tumatu (hopscotch)	Level 3	Practical

WEEK 13

Learning Indicator: *Identify the core skills in performing Tumatu (hopscotch)*

FOCAL AREA: TUMATU

TUMATU

Tumatu is a local variant of hopscotch. Tumatu is played by children in various parts of Ghana. It is one of the numerous indigenous games that reflect the culture, creativity and communal lifestyle of Ghanaian society. Though the game can be played by both sexes, it is usually played by girls, however, open to all children and sometimes even adults in community gatherings. Tumatu consists of a grid or a court with boxes and requires the players to throw an object into one of the boxes and hop through the boxes to retrieve the object. The word Tu-ma-tu means 'jump and let me jump' or 'hop and let me hop' reflecting the game's core activity of hopping through a series of marked spaces on the ground. The objective is to complete the course without stepping on lines or losing balance. Successfully navigating the grid allows a player to claim the square they throw the object or the marker in before navigating the rest of the boxes or spaces as their 'home' or 'house', which other players must then avoid or jump over. The game continues with players attempting to claim as many squares or boxes as possible, making it increasingly challenging or difficult for opponents to complete the course without stepping into claimed territories. The game can be played alone or with multiple people.

Materials for creating or drawing the grid or court

Chalk or charcoal (for concrete surfaces)

Stick or stone (for drawing on dirt surfaces)

Masking tape (for indoor/classroom versions)

How to draw a tumatu game grid or court?

To play the game, the first thing to do is to first draw out the grid or court. The traditional way to do this is to either draw it on a concrete pavement using chalk or charcoal or by drawing it out on the sand using a stick. In places such as a school playground, the grid or court is drawn permanently with paint. The traditional tumatu grid or court comprises a series of 8 or 10 squares in a linear format. In the pattern, 'square 1' is followed by 'square 2' and 'square 3' in a parallel manner. After which comes 'square 4' followed by 'square 5' and 'square 6' drawn in parallel. This continues with the next squares with 'square 10' being the home square. In another variant, there is a square next to square number 10 that is considered to be the home square. Many variants of the game have circles or rectangles instead of squares and have more or less than 10 squares. The measurement of the court is usually decided by the players depending on the age of the players. The smaller the children are, the smaller the squares to make it easy for them to hop through. To determine who starts or begin play, players agree on who plays first (often by counting rhyme, mutual agreement or tossing a coin or any small object that has different sides,

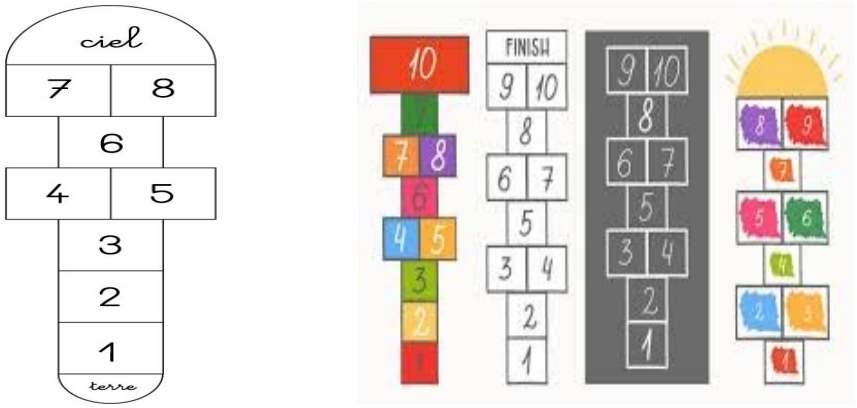


Figure13.1: *The Tumatu grid or court.*

Tumatu game rules

If a player throws the object in the wrong square, they will miss their chance, and it will be the next player's turn to play.

If a player steps on the line, enter the wrong square, loses their balance, misses a square or steps into a single square with both feet in, they lose their turn.

If a player loses their chance, on their next turn, they will have to repeat from the same number they stopped at before they lost their chance.

Whoever manages to finish the sequence by throwing the object in all the squares wins the game.

Items used in playing tumatu

Tossable objects such as stone, bottle cap, twig or pebble

How to play tumatu game

There are many variations of Tumatu. But the basic rules and playing strategy remain pretty much the same for all the variations. The game involves three elements mainly- a court, a marker and a player or players. The game basically involves hopping over lines or in this case shapes. The game utilises a small object which might be anything ranging from a stone to a bottle top or coin. The player tosses the object into the first square making sure the object lands within the square. Then, the player hops through the squares skipping the square with the object in it. Depending on whether the square is single or side-by-side, the player hops on a single leg or can use both their legs respectively. The player continues this until they reach square 10 or 'home' square. Then the player turns around and retraces their journey hopping through squares until they reach the square with the object in it. The player stops before the square with the object and retrieves the object without stepping into the square. Upon successfully retrieving the object, the player continues the game by throwing the object into the second square and repeating the game. In the case of multiple players, every player gets a chance to throw the object and loses their chance only if they break any of the rules.



Figure 13.2: *Children playing Tumatu in sand*



Figure 13.3: *Some gentlemen engaging in Tumatu on a pavement*

Sequential Steps Involved in Playing Tumatu

1. **Draw the Hopscotch Diagram**
   a. Use chalk, charcoal, or a stick to draw the Tumatu grid, court or layout on the ground.
   b. Number the squares sequentially (usually from 1 to 8 or 10).
   c. Ensure the layout includes both single squares (hopped on one foot) and double squares (hopped on with both feet).
2. **Select a Marker**
   a. Each player chooses a small object (e.g. stone, bottle cap, shell) as their marker or 'tossing stone.'
3. **Decide the Order of Play**
   a. Players agree on the playing order, often by using a counting rhyme or tossing method.
4. **Start the Game**
   a. The first player tosses their marker into square 1.
   b. The marker must land entirely inside the square without touching any lines or bouncing out.
5. **Hop Through the Course**
   a. The player hops through the squares in the correct order, skipping the square that contains the marker.
   b. Single squares are hopped on one foot.
   c. Side-by-side squares are landed on with both feet (one foot in each square).
6. **Pick Up the Marker**
   a. When returning, the player pauses just before the square with the marker.
   b. While balancing, the player bends to pick it up without stepping outside the lines or losing balance.
   c. The player then completes the course and returns to the start.
7. **Continue to the Next Number**
   a. If the player succeeds, they toss the marker into the next square (e.g., square 2) and repeat the process.

b. This continues until the player successfully completes the entire sequence (e.g., from 1 to 8 or 10).

8. **Losing a Turn**
   A player's turn ends if they:
   a. Step on a line.
   b. Land in the wrong square.
   c. Miss the correct square with the marker.
   d. Lose balance or fall.
   The next player then takes their turn.
9. **Winning the Game**
   a. The first player to complete all the numbered squares successfully wins the game.

Roles of Players During the Game

1. **Active Player (the tosser)**
   The player currently taking a turn tosses the marker and completes the Tumatu path. They try to pick up the marker while maintaining balance and following the rules. (Other players are waiting for the participants).
2. **Waiting participants wait for their turn patiently and observe the game. They:**
   a. Act as informal referees, ensuring rules are followed.
   b. Encourage fair play and correct mistakes when necessary.
   c. Take their turn when the active player makes a mistake or completes a round.
3. **Teacher or Game Leader (if applicable in class settings)**
   a. Explains the rules and ensures fair play.
   b. Provides support, feedback, and modifies the game for inclusivity or learning focus.

Health benefits, educational values and cultural relevance of Tumatu

The game of Tumatu though traditionally associated with early childhood, also holds significant health and educational values and cultural importance, for senior high school learners, particularly when integrated into physical education. The health and educational values include:

1. **Physical Development and Fitness**
   a. **Balance and Coordination:** Encourages controlled movement, single-leg balance, and coordinated hopping, which are key for physical agility.
   b. **Endurance and Muscle Strength:** Repetitive hopping helps build lower body strength and cardiovascular endurance.
   c. **Motor Skills Refinement:** Supports the maintenance and enhancement of gross motor skills during adolescence.
2. **Cognitive Development**
   a. **Focus and Concentration:** The need for players to pay close attention to avoid stepping on lines or missing squares enhance attention and keen attentiveness.

b. **Memory and Sequencing:** The requirement to remember the order of squares and actions promotes cognitive engagement.

c. **Problem-Solving and Strategic Thinking:** Learners think critically about how to progress through the game with minimal errors.

3. **Social and Emotional Learning**

a. **Teamwork and Collaboration:** When played in groups or pairs, hopscotch fosters communication and cooperation.

b. **Sportsmanship and Fair Play:** Encourages respect for others, turn-taking, and adherence to rules.

c. **Self-Esteem and Confidence:** Successful participation boosts confidence and a sense of achievement.

d. **Socialisation:** The game serves as a platform for socialisation, allowing players to engage with peers and build lasting relationships. It is often associated with childhood memories and community identity.

4. **Mental Health and Wellbeing**

a. **Offers Emotional and Stress Relief:** The game provides a joyful, screen-free break that promotes mental well-being. Playing with friends and engaging in fun physical activity reduce stress and elevate mood which is a healthy outlet for stress and emotional release.

b. **Mindfulness:** The focus required during play promotes mindfulness and a break from academic pressures.

5. **Life Skills Development**

a. **Skill Development:** Players develop various skills such as strategic thinking, teamwork and motor coordination. Tumatu challenges players to navigate the game thoughtfully, enhancing cognitive and physical abilities.

b. **Resilience and Perseverance**: Mistakes during the game teach learners to try again and keep improving.

c. **Decision-Making:** Learners must decide how best to move through the course efficiently and tactically.

d. **Goal Setting:** Encourages learners to aim for improvement and mastery through practice.

6. **Academic Integration (educational value)**

a. **Mathematics:** Reinforces number sequencing, spatial awareness, and basic arithmetic (e.g., scoring and counting turns).

b. **Language and Communication:** Develops oral communication skills through explaining rules, giving feedback, and reflecting on performance.

c. **Creative Arts:** Learners are tasked with designing the Tumatu layouts, incorporating visual design and creativity.

7. **Cultural Appreciation**

a. **Community Bonding:** Tumatu fosters social interactions and strengthens community ties. It brings people together during gatherings, promoting friendships and a collaborative spirit among participants.

b. **Preservation of Indigenous Games:** Playing Tumatu connects learners with their cultural heritage and promotes pride in traditional Ghanaian recreational practices and activities.

c. **Cultural Diversity and Identity:** Provides opportunities to explore how similar games are played in other regions or countries, enhancing intercultural understanding.

In summary, Tumatu in senior high school is not just a playful break but a multidimensional learning tool. When used purposefully, it enhances physical fitness, cognitive function, social skills, and cultural appreciation that align well with holistic education goals. It also serves as a meaningful way to connect modern learners to traditional games in the Ghanaian setting.

Core skills needed to play Tumatu

1. **Coordination:** Players need good hand-eye and foot coordination to navigate the grid effectively.
2. **Balance:** Maintaining balance while jumping and landing on different squares is very important.
3. **Agility:** Quick movements and the ability to change direction rapidly enhance playing and enjoying the game.
4. **Strategic Thinking:** Players must plan their moves and anticipate opponents' actions to gain an advantage.
5. **Teamwork:** Collaborating with teammates and communicating effectively is important in team play.
6. **Physical Fitness:** Overall fitness helps players perform better, as the game involves running and jumping.
7. **Focus:** Staying concentrated helps players make accurate throws and land successfully.

Developing these core skills enhances the overall enjoyment and effectiveness in playing Tumatu.

LEARNING TASKS

1. Describe the traditional game of Tumatu by outlining its structure, rules, and how it is played.
2. Explain the sequential steps involved in playing Tumatu and the roles of players during the game.
3. Discuss the health, educational and cultural importance of Tumatu.
4. Explain how the game contributes to physical, cognitive, and social development.

PEDAGOGICAL EXEMPLARS

a. **Warm-Up activity – 'Here, There, Where?'**

How to play

Designate a Leader (yourself or a confident learner).

The leader stands at the front and points or calls out one of the three commands.

Here' - Learners run towards the leader.

There' - Learners run in the direction the leader points**.**

Where?' - Learners spin in a circle on the spot, hop in place or freeze in a funny pose (can choose one to use or use all be varying the commands).

The commands should be called out quickly and randomly to test learners' reaction times and listening skills.

After few minutes, switch it up by using false cues (e.g., pointing one way but saying something else).

b. **Starter Activity - Stones and Squares Mystery**

How to Play

Scatter 6 small stones or markers in a circle.

Each stone hides a paper clue (folded under it or next to it) example clues include:

- 'Perform an activity with hopping'
- 'Balance on one leg'
- 'Drawn on the ground'
- 'Toss an object'
- 'A game played by many children in Ghana'
- 'Name any game that starts with a 'T'... ends with 'u'

Let different learners hop to a stone, open the clue, and read it aloud.

After all clues are read, ask learners these questions

- 'What do you think we're about to learn?
- 'Does this game sound familiar?

Use their answers as a lead-in to introduce the lesson for the day. Let them know they will be learning Tumatu known in English as hopscotch.

c. **Main activity**

Talk for learning (Teacher-Led Introduction and Demonstration)

i. Engage learners in a brief interactive discussion about the game. Explain that it is a traditional hopping game enjoyed by children in Ghana and many other parts of the world. Provide a short overview covering the following key points, origin and cultural relevance, items needed to play, basic rules and demonstrate step-by-step how to play the game to learners. Demonstrate the game slowly and clearly, breaking down each movement while explaining what is happening and why. Invite learners to observe and ask questions to enhance understanding. Follow the demonstration by teaching learners how to draw the Tumatu grid on the ground and have learners practice each step individually before putting it all together.

Collaborative Learning (Group Practice and Peer Support)

i. Organise learners into small groups and assign each group a space to draw their own Tumatu grid. Guide each group to collaborate in drawing and numbering the grid correctly. After the drawing instruct them to take turns practising the sequence of the game. While one learner is playing, ask the others observe carefully and provide constructive feedback on technique (e.g., 'try to keep your balance, or you stepped on the line' take your time tossing the pebble, etc.). Encourage learners to rotate roles so everyone has a chance to play, observe, and give feedback. Task learners to support one another by demonstrating moves for peers who may be struggling and celebrate small improvements and efforts made by all

group members. Move around to monitor group interactions, offer guidance, and provide reinforcement where needed.

Mini-Game: Tumatu Challenge Relay

Objective: To apply all the skills learned during the lesson in a fast-paced, team-based Tumatu relay while reinforcing accuracy, balance, coordination, and teamwork.

How to Play:

Form Teams: Divide learners into small teams of 4 to 6 players depending on class size.

Set Up Courts: Draw or mark one Tumatu grid per team (or rotate team if space is limited).

Turn-Based Relay

- The first player from each team tosses the marker into Square 1.
- They hop through the grid, skip the square with the marker, turn, and return while picking up the marker. Once they return 'home,' the next team member starts.
- Each team member plays one round (e.g., Player 1 = Square 1, Player 2 = Square 2, Player 3 = Square 3, in that order) till the last team member had their turn.

Rules

- No stepping on lines.
- No using two feet unless modified.
- Must pick up marker smoothly on return.
- Team cheers and positive encouragement are encouraged.

Scoring System

Criteria	Points Awarded
Successful toss into correct square	1 point
Clean hop through the grid (no stepping on lines)	2 points
Successfully picking up the marker	2 points
Completing the course without losing balance	1 point
Bonus for team spirit (cheering, encouragement)	1 bonus point

- Total marks per round: 7 points per player.
- Keep team scores visible on a board or chart to keep the energy high.
- At the end, tally each team's score and celebrate all groups.
- Award small non-material recognitions like 'Best Team Spirit,' 'Most Accurate Toss,' or 'Steady Hopper.'

KEY ASSESSMENT: Practical

Demonstrate the correct sequence of movements for playing Tumatu, including a successful toss, hopping through the grid, picking up the marker, and returning without errors. Explain your strategy as you perform.

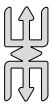
Reflection

Tumatu is a traditional hopping game where a small object is thrown into numbered spaces. The thrower of the object hops through the numbered spaces to pick it up without stepping on lines or losing balance.

PLC Session 13

45 minutes | **Planning & Reviewing the Learning Plan**

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
   a. explain the week's concepts in a practical way that will make it easier for learners to understand
   b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
   a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
   b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
   c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app
   a. The key assessment for the week is ***practical***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the practical (NTS 3k-3q).

10 minutes | **Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
   a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
   b. all teachers in the group work through a similar problem individually for 3–4 minutes
   c. the group then works through the problem together step by step
   d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).

Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes **Enactment**

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).
   a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
   b. After the enactment, ask for structured feedback from the group
      i. was the concept explained in a way that a learner with no prior knowledge could follow?
      ii. were the examples grounded in contexts familiar to Ghanaian learners?
      iii. did any misconceptions surface and if so, how were they addressed?

5 minutes **Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
   a. transfer your chats into your learning planner template.
   b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
   c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section 3: Part Two Review

This section enhanced learners' understanding of Tumatu (Hopscotch) as a traditional game that develops coordination, balance, rhythm, and accuracy. Through interactive demonstrations, guided practice, peer collaboration and reflective activities, learners discovered how Tumatu promotes physical skill development, health, educational values and cultural appreciation. The learning process fostered teamwork, strategic thinking, and confidence in movement performance.

In this week, learners were introduced to the background of Tumatu, including its structure and the basic rules that govern the game. Emphasis was placed on how to draw and number the Tumatu grid, execute correct hopping sequences, and handling the marker with

precision. Learners engaged in practical skill-building sessions that involved step-by-step demonstrations, individual trials, and group challenges. They practised hopping through the grid while maintaining balance and avoiding common errors like stepping on lines or missing the target square. Group tasks and mini competitions allowed learners to observe one another, offer feedback, and refine their techniques. Discussions and peer reflections were used to promote deeper understanding of the game's physical and social benefits, as well as ways to vary and adapt the game to make it more challenging or inclusive.

The teaching approach blended talk for learning, peer collaboration, critical thinking tasks, and practical demonstrations to make the learning of Tumatu engaging, relevant, and accessible. This many-sided method helped learners connect with the traditional significance of the game while mastering its physical and cognitive demands.

MARKING SCHEME FOR THE KEY ASSESSMENT

WEEK 13

Table 1: Rubric for marking tumatu Practical Assessment (Total: 16 Marks per Task)

Criteria	Excellent (4)	Very Good (3)	Satisfactory (2)	Needs Improvement (1)
Execution of Movements	*Performs all movements accurately, smoothly, and in order*	*Had minor error in movement or balance*	*Some errors but completes task*	*Multiple errors or incomplete performance*
Coordination and Balance	*Maintains perfect balance and rhythm throughout*	*Brief loss of balance but recovers well*	*Unsteady but completes task*	*Poor coordination, frequent imbalance*
Accuracy of Marker Toss and Pickup	*Toss and pickup are precise and accurate*	*Minor adjustments needed*	*Hits wrong square or fumbles briefly*	*Misses toss or pickup repeatedly*
Explanation strategy	*Insightful and strategic explanation*	*Reasonable explanation with minor gaps in logic*	*Basic explanation that lacks depth*	*Incomplete or no explanation*

SECTION 8: HEALTH AND WELLNESS – PART THREE

STRAND: PHYSICAL ACTIVITY AND HEALTH

Sub-Strand: Health and Wellness

Learning Outcome: *Explain the concept of substance use*

Content Standard: *Demonstrate knowledge and understanding of substance use and misuse*

INTRODUCTION AND SECTION SUMMARY

Substance use refers to the consumption of substances such as alcohol, tobacco, prescription drugs, or other legal and illegal drugs for various reasons. substances and drugs can be taking for reasons such as for medical treatment, social interaction or personal enjoyment. While some substance or drug use may be lawful and medically supervised, misuse occurs when these substances are used in ways that are harmful, exceed the normal dosage or inappropriate, often leading to negative health, social, or legal consequences. This topic aims to help learners understand the difference between use and misuse, identify common substances involved, explore the reasons people use or misuse substances, and examine the risks, effects, and prevention strategies. It also encourages critical thinking and responsible decision-making, equipping learners with knowledge and attitudes that promote healthy lifestyles and personal safety.

In this section, learners will explore the concept of substance use and misuse and how substances like alcohol, tobacco, cannabis, prescription medications and over the counter drugs are used and the dangers associated with their misuse. Learners will examine physical, psychological, social, and legal consequences of substance misuse, such as addiction, health deterioration, academic decline, and relationship breakdowns. Through group discussions, case studies, role-plays, and reflective exercises, learners will analyse why people misuse substances including peer pressure, curiosity, stress, and misinformation. They will also discuss protective factors and preventive strategies, such as positive peer influence, effective communication skills, and access to accurate information. By the end of the section, learners will develop a clear understanding of how to recognise risky behaviours, support others in making healthy choices, and promote a substance-free lifestyle. The lessons encourage personal responsibility, critical evaluation of choices, and empathy for individuals facing substance-related challenges.

The weeks covered in this section are:

Week 14: Discuss substance use, its causes and risk factors

Week 15: Discuss the consequences of substance use

SUMMARY OF PEDAGOGICAL EXEMPLARS

In this section, the teacher should employ pedagogical strategies such as initiating and structured talk for learning, collaborative learning, role-play and dramatisation. These methods will encourage learners to share thoughts, experiences, and perspectives in a safe and respectful environment. Group

work should be organised using mixed-ability and mixed-gender pairings to promote inclusivity and varied viewpoints where needed. Learners should be engaged in guided discussions to help them explore the complications of substance use and misuse. This approach allows learners to make meaningful connections between classroom content and real-world issues, while also using resources such as the internet, learner materials, teacher manual and other educational materials to deepen understanding. The exemplars promote an inclusive and supportive learning environment, ensuring that learners not only gain knowledge but also develop the attitudes and skills necessary to resist peer pressure and contribute to a healthy school and community culture.

ASSESSMENT SUMMARY

Assigned tasks are to cover the concepts of substance use, misuse, abuse, and addiction, as well as the causes of substance misuse, risk factors, and consequences. These tasks should be administered through a range of learner-centred activities such as group discussions, oral and visual presentations, homework assignments, classroom exercises, and group-based tasks that encourage exploration and application of the topic. Accept varying forms of responses from learners based on their abilities and learning styles. These may include oral explanations, written reflections, role-plays, poster or slogan creation, and drama or skits that depict real-life substance-related situations and their outcomes. Marking schemes or rubrics should be developed to assess group presentations and assignments. These assessments are intended to support learners in thinking critically, collaborating effectively, and connecting classroom knowledge to real-life issues related to substance misuse and prevention.

Assessment Summary Table: 8

Week	Indicators	DoK Level	Assessment Strategy and Mode
14	Discuss substance use, its causes and risk factors	Level 3	Homework
15	Discuss the consequences of substance use	Level 3	Individual project

WEEK 14

Learning Indicator: *Discuss substance use, its causes and risk factors*

FOCAL AREA: SUBSTANCE USE AND THEIR MISUSES

What are substances

Substances are drugs that, when taken into the body, affect how the body functions either physically, mentally or both. They can be used for medical purposes (to prevent or treat diseases) or non-medical purposes (such as recreational use or to alter mood or behaviour). Substances or drugs can also be categorised into four groups. These are medicinal drugs, recreational drugs, illegal drugs and socially accepted drugs.



Figure 14.1: *Different substances*

1. **Medicinal Drugs**

   Medicinal drugs are chemical substances used to diagnose, treat, manage, cure, or prevent diseases and medical conditions in humans. These drugs are developed through scientific research and clinical trials to ensure they are safe and effective when used appropriately.

   Categories of Medicinal Drugs

   Medicinal drugs can be grouped in several ways based on their function or how they are obtained.

   a. **Prescription Drugs:** These are drugs usually prescribed by a licensed medical professional (e.g., doctor, dentist). They are used to treat more serious or specific health conditions and examples include antibiotics (e.g., amoxicillin), antihypertensives (e.g. atenolol), antidepressants (e.g. fluoxetine).

      i. **Risks of Misusing Medicinal Drugs**

      - Overdose can lead to poisoning or death.
      - Overuse may lead to drug resistance, especially with antibiotics.
      - Overuse may lead to drug dependency and addiction, particularly with painkillers or sleeping pills.

- Some may have serious side effects or may interact with other drugs to harm individual.



Figure 14.2: *Some prescribed drugs.*

b. **Over-the-Counter (OTC) Drugs:** Over-the-counter (OTC) drugs are medicines that can be purchased without a doctor's prescription. They are generally considered safe and effective when used according to the instructions provided on the label or in the accompanying leaflet.

OTC drugs are commonly used to treat minor health conditions. For example, **paracetamol** can be used to relieve headaches or reduce fever, while **ibuprofen** helps with pain and inflammation such as muscle aches or toothaches. For digestive issues like heartburn or stomach upset, **antacids** are often used. In cases of coughs and colds, **cough syrups** can help soothe irritation and reduce coughing.

These medicines are easily accessible and can be found in pharmacies, supermarkets, and licensed chemical shops. However, it is important to follow the recommended dosage and directions carefully. Misuse or overuse of OTC drugs can lead to side effects or harm, even though they are available without a prescription.

i. **Cautions for using OTC medicines**

- Even though OTC drugs are safe, misuse or overuse can lead to side effects or health risks.
- Always read and follow the label instructions.
- Do not mix with other medicines without advice.
- Ask a pharmacist or doctor if you are unsure.

c. **Generic Drugs:** Generic drugs are medicines that contain the same active ingredient, strength, dosage form, and intended use as a brand-name drug. However, they are usually sold under a different (non-branded) name and are often cheaper.

For example, a brand-name drug like **Panadol** contains paracetamol as its active ingredient. A generic version of this medicine is simply sold as **paracetamol tablets**, but it works in the same way to relieve pain and reduce fever. Similarly, **Brufen** is a brand-name drug, while **ibuprofen** is its generic equivalent, both used to treat pain and inflammation.

Generic drugs have the same quality, safety, and effectiveness as their branded counterparts. They are approved by health authorities such as the Food and Drugs Authority in Ghana and the Food and Drug Administration in the United States.

Because they are more affordable, generic drugs help make treatment accessible to a larger number of people without compromising on effectiveness.

d. **Herbal or Natural Medicines:** Herbal or natural medicines are products made from plants, plant parts, or other natural substances that are used to prevent, treat, or manage illnesses and health conditions. These medicines are prepared from different parts of plants such as leaves, roots, seeds, bark, or flowers, and are commonly used in traditional or alternative medicine systems like African traditional medicine, Chinese medicine, and Ayurveda.

For example, **neem leaves** may be used to treat skin infections or malaria-related symptoms, while **ginger** can help relieve nausea, cough, and digestive problems. **Aloe vera** is often applied to the skin to treat burns and wounds, and **moringa** is consumed (as tea or powder) to boost immunity and improve overall health.

Herbal medicines come in various forms such as teas, powders, capsules, oils, or creams. Although they are natural, they must be used carefully and in the correct amounts, as improper use can still cause side effects or interact with other medicines.

i. **Risks and cautions for using Herbal or Natural Medicines**

- Not all herbal medicines are safe for everyone.
- May interact with other drugs and cause advert effect on the individuals.
- Some may cause allergic reactions or side effects.
- Always best to consult a health professional before use, especially if already taking other medications.

2. **Recreational Drugs:** Recreational drugs are substances that people take for pleasure, enjoyment, or to change their mood or feelings rather than for medical purposes. They are often used in social settings or to relax, but they can be harmful and addictive.

These drugs act on the brain and can affect a person's behaviour, thoughts, and emotions. For example, **alcohol** may make a person feel relaxed or less inhibited, while **cannabis (marijuana)** can create feelings of euphoria or altered perception. Stronger substances such as **cocaine** or **heroin** can produce intense feelings of excitement or pleasure but are highly addictive and dangerous.

Recreational drugs are usually taken without medical advice, and their misuse can lead to serious health problems, addiction, and poor decision-making. Many of these substances are illegal or strictly controlled by law because of their harmful effects on individuals and society.

a. **Dangers of Recreational Drugs**

i. They are addictive or can lead to dependence.

ii. They can cause health problems such liver damage, lung disease, mental health issues.

iii. They can impair judgement leading to accidents or risky behaviour.

iv. They can lead to legal consequences (e.g., fines or imprisonment).

3. **Illegal Drugs:** Illegal drugs are substances that are banned by law because they are considered harmful to health, highly addictive, and dangerous to society. In most countries, it is against the law to produce, sell, possess, or use these drugs.

These substances often have no approved medical use in many places and can cause serious physical, mental, and social problems. For example, drugs such as **heroin** and **cocaine** are highly addictive and can damage the brain and body. Other substances like **methamphetamine (meth)** can lead to severe mental health issues, including anxiety, aggression, and hallucinations.

Because illegal drugs are banned, they are often used in secret or unsafe environments, which increases the risk of overdose, disease, and harm. Their use can also lead to legal consequences,

such as arrest or imprisonment, as well as problems in school, work, and relationships.

a. **Dangers of Illegal Drugs**

i. Addiction and dependence.

ii. Damage to organs (e.g., heart, brain, liver).

iii. Mental health problems (e.g., depression, anxiety, paranoia).

iv. Increased risk of accidents, violence, or crime.

v. Arrest, fines, or imprisonment.

4. **Socially Accepted Drugs:** Socially accepted drugs are substances that are legal and widely used in society, often as part of cultural, social, or daily activities. Although they are accepted, they can still affect the body and mind and may be harmful when misused or taken in excess.

For example, **alcohol** is commonly consumed during celebrations, parties, or social gatherings, but excessive drinking can lead to poor decision-making, addiction, and health problems. **Caffeine**, found in drinks like coffee, tea, and energy drinks, is used to stay alert, but too much of it can cause restlessness, anxiety, or sleep problems. Another example is **tobacco**, which is smoked or chewed and is socially accepted in some places, yet it is highly addictive and can lead to serious illnesses such as lung disease and cancer.

Even though these drugs are legal and socially accepted, it is important to use them responsibly and be aware of their potential risks to health and well-being.

a. **Key Features of Socially Accepted Drugs**

i. Legally available for adults in most countries.

ii. Commonly used in social events, traditions, or relaxation.

iii. Regulated by governments (e.g., age restrictions, warnings).

iv. Can lead to health risks if abused or taken excessively.

b. **Possible Risks**

i. **Alcohol**: Liver damage, poor judgment, addiction.

ii. **Tobacco**: Lung cancer, heart disease, addiction.

iii. **Caffeine:** Anxiety, poor sleep, dependence.

1. **Types of Substances (in Relation to its Use and Effects on the Body)**

Substances are grouped based on how they affect the brain or the mind and body especially the brain. Substances are grouped into types to help understand their effects (e.g., calming, energising, mind-altering), to know the risks and dangers, to guide safe use (for medicinal substances) and to prevent misuse or abuse.

a. **Main Types of Substances (By Effect):**

i. **Depressants:** Slow down brain activity and body functions (e.g., alcohol, sleeping pills).

ii. **Stimulants:** Speed up the brain (e.g., caffeine, cocaine).

iii. **Hallucinogens**: Distort reality and senses or alters perception, thoughts, and feelings (cause hallucinations). Seeing or hearing things that are not there and cause confusion.

iv. **Narcotics or Opioids:** Strong painkillers (e.g., morphine, heroin).

v. **Inhalants:** Vapours inhaled for a high which cause light-headedness, dizziness, nausea (e.g., glue, petrol).

vi. **Cannabis:** A drug with mixed effects (can calm, stimulate, or alter senses).

2. **Substance Use**: Substance use is the correct, legal, and appropriate use of a drug or chemical substance, often for medical or accepted social purposes. This can be occasional or regular and may not necessarily lead to negative consequences.



Figure 14.3: *Alcohol misuse*

3. **Substance Misuse or abuse**: Substance misuse or abuse is the use of substances in a manner that is harmful or hazardous or is the wrong or harmful use of drugs, whether legal or illegal or prescription medications in a way that damages a person's health, mind, or behaviour. This includes:

   a. Using drugs without a doctor's advice.

   b. Taking too much of a drug or using it too often.

   c. Using drugs to get high or escape problems.

   d. Using illegal drugs or misusing legal ones like alcohol, tobacco, or prescription medicine.

   e. Using a substance in higher doses than prescribed, using someone else's prescription, or using illegal drugs.



Figure.14.4: *Commonly misuse or abused substances*

4. **Substance addiction:** Substance addiction is a chronic, long-term, or recurring use of a particular substance marked by an uncontrollable urge to seek out and use the substance even when it is harming their health, relationships, or life.

   People with addiction may experience:

   a. Intense cravings.

   b. Withdrawal symptoms when not using the substance.

   c. Loss of control over substance use.

   d. Significant disruption in their life.



Figure.14.5: *A victim of substance abuse*

The difference between misuse or abuse and addiction

Feature	Substance Misuse/Abuse	Substance Addiction
Frequency	Often occasional or irregular use	Constant and compulsive use
Control	Can stop if they choose	Cannot stop even when they want to
Dependence	No strong craving or withdrawal	Strong craving and withdrawal symptoms
Harm	May lead to problems	Always causes serious problems
Help Needed	May not need treatment	Usually needs professional help

Factors Influencing Substance Misuse Among Adolescents

Drug misuse among adolescents is influenced by a combination of personal, social, environmental, and psychological factors. This includes:

1. **Peer Pressure**

   a. Friends who use drugs may encourage others to try them.

   b. Adolescents may misuse drugs to feel accepted or "fit in."

   c. Fear of being left out or mocked.

2. **Curiosity and Experimentation**

   a. A desire to try new experiences can lead young people to misuse drugs. Trying drugs just to see what it feels like.

   b. Many adolescents believe trying drugs once or twice is harmless.

3. **Family Influence**
    a. Adolescents from homes where drug use is common may see it as normal.
    b. Lack of parental supervision or poor communication can increase risk.
4. **Emotional and Psychological Stress**
    a. Stress from school, relationships, or family issues may lead adolescents to use drugs as an escape.
    b. Conditions like anxiety, depression, or low self-esteem also contribute.
5. **Media and Social Media**
    a. Movies, music, and influencers may glamorise drug use.
    b. Social media can expose adolescents to risky behaviours and drug culture.
6. **Availability and Accessibility**
    a. Easy access to drugs (e.g., from homes, peers, or street vendors) increases the chance of misuse.
    b. Some adolescents misuse over-the-counter medicines like cough syrups and painkillers.
7. **Lack of Education or Awareness**
    a. Many young people do not fully understand the dangers and long-term effects of drug misuse.
    b. Misconceptions like "natural drugs are safe" can lead to risky behaviour.
8. **School Environment**
    a. Poor academic performance, bullying, or lack of engagement in school activities can increase the risk of drug misuse.
    b. A school culture that does not discourage drugs may also contribute.
9. **Socioeconomic Challenges**
    a. Poverty, unemployment, and poor living conditions can push adolescents toward drug misuse as a coping strategy.
10. **Cultural and Community Norms**
    a. In some communities, certain drug use (e.g. alcohol or tobacco) may be socially accepted, increasing exposure to and normalising misuse.

Ways to Resist or Avoid Being Influenced into Substance use among Adolescents

This is how a person can protect themselves from being convinced, tempted, or forced into using substances they do not want to use.

1. **Say 'No' with Confidence**
    a. Learn to firmly and politely say 'No' when offered drugs.
    b. Practice refusal skills in different situations.
    c. Example: 'No thanks, I do not do drugs, I care about my health.'
2. **Choose the Right Friends**
    a. Stay close to friends who share positive values and do not use drugs.

   b. Avoid peer groups that encourage risky behaviour.

3. **Get Involved in Positive Activities**
   a. Join clubs, sports teams, religious groups, or volunteer organisations to keep you busy, build self-esteem, and reduce boredom.
4. **Talk to Trusted Adults**
   a. Speak with a parent, teacher, counsellor, or religious leader if you are feeling pressured.
   b. Adults can offer advice and protection.
5. **Set Personal Goals and Values**
   a. Decide what kind of person you want to be.
   b. Think about how drug use can ruin your future and health.
6. **Learn About the Dangers of Drugs**
   a. Educate yourself on the harmful effects of substance use and abuse.
   b. Attend school programmes or health talks.
7. **Avoid Risky Places and Situations**
   a. Stay away from parties or areas where drugs are likely to be used.
   b. Leave immediately if you find yourself in a risky environment.
8. **Build Self-Confidence**
   a. Believe in your ability to make smart and healthy choices.
   b. Practice saying 'no' in role-play situations to gain confidence.
9. **Handle Stress in Healthy Ways**
   a. Use sports, music, talking, or journaling to deal with emotions.
   b. Do not turn to substances for comfort or escape.
10. **Be a Role Model to Others**
    a. Help friends make better choices and speak out against drug use.
    b. Be part of the solution in your peer group or community.

LEARNING TASKS

1. Describe the difference between substance use and misuse.
2. Discuss how the misuse of legal substances such as alcohol and painkillers can affect the physical and mental health of young people.
3. Compare the effects of commonly used substances (e.g., alcohol, tobacco, and cannabis) on different parts of the human body.
4. Explain how continued use of substances can lead to long-term health problems.
5. Explain factors contributing to substance misuse among adolescents.
6. Describe ways to avoid being influenced to use drugs.

PEDAGOGICAL EXEMPLARS

a. **Starter Activity: 'What Do They All Have in Common?'**

How to Do It

i. Write or project this list on the board: Painkillers, alcohol, energy drinks, cough syrup, shisha, glue, herbal tea, tramadol, cigarettes.

Ask learners

'Look at this list, what do you notice about these items?'

'What do they all have in common?'

'Are they good, bad, or something else?'

'Have you heard of or seen any of these being used?

ii. Let them share guesses. Accept all ideas and do not confirm or correct any, just build interest.

iii. End the activity by saying, today, we are going to explore something these items all relate to and it affects on people in surprising ways.

Digital-based learning and Group pair and Share: Learners in small groups use their phones or laptops to search the meaning of:

- Substance use, misuse
- Eexamples of substance that are commonly misused and their effects on the body
- Substance addiction
- Types of substance and categories of substance.

Instruct groups to gather thier findings and share with an elbow group. Groups assist each other to fine tune their findings for presentation.

Collaborative learning and Group-based learning: In the same groupings, engage learners in a structured discussion to outline and discuss the the difference between substance misuse or abuse and addiction, factors influencing substance misuse among adolescents and ways to avoid being influenced into substance misuse.

Guide leaners to make notes for class presentation. Groups present using different formats to help them express themselves and share their findings.

Ensure each member of the group contributes and plays a supportive role, respecting the views of other group members. Guide groups through the process inviting them to present their findings to the whole class for feedback and clarification. Give further explanation on what they have presented to consolidate their understanding. Allow learners to ask questions for further clarification. Summarise the core points to wrap up the lesson.

KEY ASSESSMENT: Homework

1. Differentiate between substance use and substance misuse. Give one example each.
2. Explain four factors contributing to substance misuse among young people. Support each factor with one real life example.
3. Create a short dialogue (3 lines) between two friends one trying to pressure the other to use a substance, and the other resisting wisely.

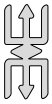
Reflection

- *Substance use is the proper and correct use of a drug for its intended medical purpose, usually under a doctor's guidance.*
- *Substance misuse is the wrong or inappropriate use of a legal or illicit drug, often without proper instructions or prescription.*

PLC Session 14

45 minutes | **Planning & Reviewing the Learning Plan**

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
   a. explain the week's concepts in a practical way that will make it easier for learners to understand
   b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
   a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
   b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
   c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app
   a. The key assessment for the week is ***homework***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the homework (NTS 3k-3q).

10 minutes | **Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
   a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
   b. all teachers in the group work through a similar problem individually for 3–4 minutes
   c. the group then works through the problem together step by step
   d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).

Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes	Enactment

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).
    a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
    b. After the enactment, ask for structured feedback from the group
        i. was the concept explained in a way that a learner with no prior knowledge could follow?
        ii. were the examples grounded in contexts familiar to Ghanaian learners?
        iii. did any misconceptions surface and if so, how were they addressed?

5 minutes	Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
    a. transfer your chats into your learning planner template.
    b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
    c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 15

Learning Indicator: *Discuss the consequences of substance use*

FOCAL AREA: CONSEQUENCES OF SUBSTANCE USE

RECAP

Last week's lesson focused on understanding the difference between substance use and use. Substance use refers to the proper and legal use of substances like medication or alcohol, while substance misuse is the harmful or inappropriate use of substances, such as taking drugs without a prescription, using excessive doses, or using illegal substances. The lesson also explored factors for misuse such as peer pressure, stress, curiosity, and lack of knowledge. The effects discussed ranged from short-term issues like poor judgement to long-term problems such as addiction, health complications, and legal trouble.

CONSEQUENCES OF SUBSTANCE USE

What are consequences of substance use?

Consequences of substance use refer to the negative effects or outcomes that result when a person improperly or excessively uses drugs, alcohol, or other harmful substances. These consequences can affect various parts of a person's life, such as their physical health, mental and emotional well-being, academic or work performance, and relationships.

For instance: A learner who smokes marijuana regularly may begin failing in school (academic consequence), fighting with parents (social consequence) and later develop memory problems (health consequence).

Some consequences of substance use

1. **Physical consequences of substance use:** Physical effects are the harmful effects that substance use has on the body's organs and physical health.

   Examples are Dizziness, confusion, vomiting, poor judgement, addiction, organ damage, and mental disorders.

   a. **Short-term effects**

      These are the immediate or temporary physical, emotional, or mental changes that occur shortly after using a substance. They often appear within minutes or hours and may last for a short period.

      Examples include Drowsiness or dizziness, nausea and vomiting, confusion or poor judgement, mood swings or aggression, slurred speech and loss of coordination.

      Real-life example: A learner who uses cough syrup may feel sleepy and struggle to focus during class or while crossing a road, increasing his or her risk of an accident.

      Real-life example: A learner attends a party and consumes a large amount of alcohol in a short period. A few hours later, she becomes confused, starts talking to herself and loses balance, falling and injuring her ankle. Her friends have to take her to the hospital, and she misses an important test the next morning at school.

   b. **Long-term effects**

These are serious and lasting health or life problems that result from misusing substance continuously or over a long period. This chronic use can lead to organ damage such as liver cirrhosis (from alcohol), lung damage (from smoking), and brain damage (from inhalants or substances like cocaine).

Examples include Addiction or dependency on the substance, liver, lung, or brain damage, mental health disorders like depression or anxiety, poor performance in school or at work and damage to relationships with family and friends.

Real-life Example: Kofi, a 16-year-old boy, began drinking alcohol and smoking cigarette and marijuana with friends on weekends. After several months, he started experiencing stomach pain and vomiting blood. Doctors diagnosed him with liver and lung damage caused by alcohol, cigarette and marijuana use.

Real-life example: A young adult who smokes and uses inhalants like glue, cocaine, paint thinners and solvents daily over many years started struggle with memory problems, become addicted, drop out of school and find it difficult to keep a job.

2. **Psychological and emotional effects**

This refers to the negative impact that substance use has on a person's mental health, thought patterns, feelings, and the ability to control moods and emotions. These are changes in how a person thinks, perceives reality, and makes decisions.

Examples include Increases risk of depression, anxiety, fear, sadness, anger, mistrust and hallucinations, serious mood swings, suicidal thoughts and weakens or reduces ability to handle stress or relate positively to others.

Real-life Example: Kwesi started misusing tramadol to feel confident, glue to feel high, alcohol and weed to belong. Over time, he became anxious, easily angry, and even started seeing things that were not there or real (hallucinations). He was later diagnosed with drug-induced psychosis.

a. ***Psychosis*** is a serious mental condition in which a person loses touch with reality. This means they may have difficulty distinguishing between what is real and what is not.

Key features of psychosis

i. **Hallucinations:** Seeing, hearing or feeling things that are not actually there (e.g., hearing voices no one else hears).

ii. **Delusions:** Strong beliefs that are not true and are not based on reality (e.g., believing someone is out to harm them when it is not true).

iii. **Disorganised thinking:** Difficulty organising thoughts, leading to confused speech or behaviour.

iv. **Lack of insight**: The person may not realise that they are unwell.

Real-Life Example: A university learner who feels overburdened by exams and family pressure begins drinking heavily, smoking, taking painkillers and stimulants like caffeine to feel calm, relax confident, and undistracted every evening. At first, he or she feels better temporarily, but over time, they became anxious, withdrawn from friends, and begins experiencing hallucinations. They struggle to concentrate in class, start missing classes, feeling tired during the day, and needing more alcohol, weed or cigarette, painkillers and

stimulants to feel calm. Eventually, their grades and health suffer, and they struggle to stop drinking, smoking and relaying on the substances they have been misusing.



Figure 15.1: *Psychological Implications of Substance Use*

3. **Academic and cognitive consequences:** Academic and cognitive consequences are the negative effects that substance use can have on a person's ability to learn, think clearly, remember information, and perform well in school or academic settings.

   Examples include Loss of concentration and memory, lack of interest in learning, poor performance in class and school, frequent absenteeism, increased disciplinary issues, difficulty progressing to higher levels of education, suspension, or dropping out of school.

   a. **Academic consequences:** These are problems related to school or educational performance that arise due to substance use.

      Examples are: Poor grades due to lack of focus or missed classes, school absenteeism because of hangovers or disciplinary issues, and dropping out of school due to academic failure or expulsion.

      Real-life example: Before using alcohol, marijuana or cocaine, Kojo was a bright learner. After starting drugs, he struggled to remember lessons and eventually dropped out in SHS 3 due to poor performance and truancy.

      Real-life example: Emefa, a senior high school learner starts using substance recently. She begins to skip classes, her grades drop, and she eventually fails her final exams.

      Real-life example: Nii was a bright 16-year-old learner with dreams of becoming a civil engineer. One evening, he gave in to peer pressure and tried an unknown substance at a party. At first, he felt powerful and free. But soon, his school attendance dropped, his parents noticed changes, and his best friend stopped talking to him. Months later, Kwame was arrested for fighting while under the influence. He never made it to university.'



Figure 15.2: *Academic implications of substance use*

a. **Cognitive Consequences:** These refer to the effects of substance use on mental abilities, such as memory, concentration, reasoning, and decision-making.

   Examples include Memory loss or forgetfulness, difficulty concentrating on lessons or tasks and slow thinking or poor decision-making.

   Real-life example: A senior high school learner who uses prescription pills struggles to focus during lessons and forgets assignment deadlines, leading to repeated academic drawbacks.

   Real-life example: Yaw and Fati were known for their athletic performance during inter schools and super zonal competitions. But after they began misusing substances, they took longer to understand their coaches' instructions and often sat quietly, unable to keep up with the pace of training session. They started reacting slower to gun for their favourite 100m and 200m races and lost their form and usual first positions during competitions.

4. **Social and Relationship Issues:** These are problems that affect how a person interacts with family, friends, and society. When someone uses substance, it often affects the way they communicate, behave, or relate to others. This most at time leads to loss of trust, arguments, violence, or emotional distance in relationships.

   Examples are Arguments and fights with family or peers, becoming isolated or rejected due to behaviour changes, losing trust and breaking important relationships.

   Real-life Examples

   a. **Family Conflicts:** Constant arguments with parents or siblings due to behavioural changes, stealing, or staying out late.

      Example: A teenager who begins drinking regularly becomes aggressive at home, leading to tension with parents and siblings.

   b. **Loss of Friendships**: Friends may distance themselves if they feel unsafe or uncomfortable around someone who uses substances.

      Example: A learner who uses drugs starts neglecting friends and behaving recklessly, causing friends to avoid them.

   c. **Relationship Breakdown:** Substance use can lead to dishonesty, emotional neglect, or abuse in non-romantic or romantic relationships.

Example: A young adult's drug dependency causes them to lie, and break promises to their partner, resulting in a breakup.

d. **Social Isolation:** The person may become withdrawn or rejected by others due to strange or risky behaviour.

Example: A boy who abuses inhalants becomes withdrawn, loses interest in social activities, and stops attending group events.

Real-life example: Abena started using glue as an inhalant. Her behaviour became strange and unpredictable. Her parents found it difficult to relate to her, and her friends stopped talking to her out of fear.

Real-life example: A group of learners were caught using hard substances and misbehaving in their hostel and were suspended. The news reached their parents who felt disappointed and betrayed. This led to frequent arguments, withdrawal of financial support and emotional distance between them and their parents. Upon return to school, classmates tease and avoid them, and some teachers treat them with suspicion, thinking they are troublemakers.

5. **Legal and criminal consequences:** These refer to the punishments faced when someone breaks the laws governing the use of substances. These penalties involve police actions, court cases, fines, arrests, or imprisonment, depending on the severity of the offence. When people use illegal drugs, drive under the influence, or engage in criminal behaviour while under the influence of substances, they face legal action. This means they are held accountable by law, which affect their future opportunities, such as employment or travel. These consequences are serious and long-lasting, affecting a person's record and limiting their chances of getting a job, travelling, or continuing education.

Examples include Getting arrested for possession or dealing in illegal drugs, serving jail time or getting a criminal record and being denied opportunities such as travel, employment, or education.

Real-life Examples

a. **Arrest for possession or use of illegal drugs:** A young adult is caught with cocaine in their backpack and is arrested for drug possession.

b. **Imprisonment for drug trafficking or dealing:** A man selling marijuana without a licence is caught and sentenced to prison under Ghana's Narcotic Control Commission Act.

c. **Fines or court appearance for underage drinking:** A teenager is caught drinking alcohol at a public event and is fined or made to appear in juvenile court.

d. **Revocation of driver's licence or jail time for drunk driving**: A woman drives under the influence of alcohol, causes an accident, and is charged with reckless driving.

Real-life example: Kpowa a senior high school learner is caught in possession of cannabis during random police check in his neighbourhood while on his way to school. He was arrested and sentenced to 3 years in prison, losing his schooling, future job prospects and reputation among his peers in his neighbourhood, school mates and parents.

Real-life example: Abubo is addicted to substance use and starts stealing laptops, mobile phones from classmates, dorm mates and friends to sell and buy drugs. He is caught on CCTV and handed over to the police.

Real-life example: A group of learners begin transporting small quantities of substances between towns for dealers in exchange for money and free drugs. They were arrested on a bus at police check point and jailed.



Figure 15.3: *Legal implication of substance use*

6. **Economic and employment effects:** These are financial losses and difficulties keeping or finding a job due to substance use. These effects can impact both the individual and society. At a national level, it increases public healthcare costs, law enforcement expenses, and reduces economic output due to an unproductive workforce. These effects show how substance use can drain personal finances, disrupt employment, and create long-term economic hardship.

   Examples are: Wasting money on substances instead of basic needs, losing jobs due to poor performance or absenteeism, difficulty finding or keeping employment, reduced productivity at work, affecting income and opportunities and becoming financially dependent on family or others.

   Real-life Examples

   a. **Job loss due to substance use:** A factory worker repeatedly reports to work under the influence of alcohol and is eventually fired for endangering safety and reducing productivity.

   b. **Financial strain from addiction:** A man addicted to tramadol spends most of his money on the drug, fails to pay rent, and is evicted from his home.

   c. **Difficulty getting hired:** A young woman with a criminal record for drug possession finds it hard to get employed even after rehabilitation.

   d. **Economic burden on family:** A learner drops out of school due to drug-related health issues, forcing the family to spend heavily on treatment and losing future earning potential.

      Real-life Example: Akosua, a mother of two, spent most of her salary on alcohol and other drugs. She was frequently late to work and eventually got fired. Her children were forced to drop out of school due to lack of funds.

      Real-life example: A skilled technician loses multiple jobs due to ongoing substance addiction. After several firings, he is unable to find employment due to the unwillingness of employers to take the risk of hiring him again.

7. **Accidents and Injuries:** These are the harmful or dangerous events that happen because of substance use, often leading to physical damage to the user or others. When someone uses drugs or alcohol, it affects their judgement, coordination, reaction time, and awareness of danger. This makes them more likely to fall, get into road accidents, burn or cut themselves, cause harm to others unintentionally. These accidents can happen at home, school, workplace, or on the road and may result in minor injuries or even death.

   Examples include Increased risk of car crashes, falls, burns and drowning.

   Real-life examples

a. **Burn injury at home:** A teenager under the influence of glue (inhalant) forgets to turn off the gas while cooking and causes a fire.

b. **Workplace accident:** A mason drinks heavily before work, falls from a ladder due to poor balance, and breaks his arm.

c. **Accident while walking:** A girl using tramadol stumbles into traffic and is hit by a motorbike. Etico took some alcohol at a party and insisted on riding a motorbike home. He lost control and crashed, suffering a broken leg and head injury.

8. **Addiction and dependency:** This is a condition where a person becomes physically or psychologically reliant on a substance. This means they feel a strong, often uncontrollable, urge to keep using the substance despite knowing it is harmful. Over time, they may need increasing amounts of the substance to feel the same effect (tolerance), and stopping use can lead to withdrawal symptoms like anxiety, sweating, or nausea.

   Key features of addiction are Loss of self-control and increased craving, needing larger amounts to feel the same effect, physical and emotional dependence on the substance.

   Real-life Example: Nana started taking codeine syrup to help with sleep. Months later, he could not function or sleep without it and began stealing money to buy more bottles. This shows both dependency (needing the drug regularly) and addiction (loss of control over use).

9. **Impact on family and community**: This refers to the negative effects that a person's substance use has not only on themselves but also on their family members and the wider community. When someone uses drugs or alcohol, it causes emotional, financial, and social strain on those close to them. It also increases crime, reduce productivity, and weakens community safety and trust. This means substance use does not only affect the user but also affects their loved ones and the larger society.

   Examples include Increases school drop-outs, teenage pregnancy, disrupts family harmony, domestic violence and divorce rates, causes children to suffer emotionally and academically, leads to child neglect and broken homes, affects neighbours and community peace, increases crime and causes fear in the community and leads to police involvement and public shame.

   Real-life example: Ama, a 35-year-old mother in Sunyani, began misusing drugs after losing her job. With time, she became aggressive at home, often neglecting her children's needs and getting into frequent arguments with her spouse. Her children started missing school, and her husband had to work extra hours to care for the home. Neighbours began to avoid the family because of loud fights and disturbances. In the end, Ama was arrested for public abusing her children, further damaging the family's reputation in the community.

   Real-life example: In a neighbourhood in Kasoa, frequent drug use by some young people led to high theft and indiscipline cases in the area. Many families moved away due to insecurity.

10. **Death or suicide:** This the ultimate and most severe outcomes of prolonged or intense substance use, loss of life through accidental overdose, long-term health failure, or intentional self-harm (suicide). Substance use can severely affect brain function, decision-making, and emotional health, which may lead to fatal mistakes or suicidal thoughts, especially when combined with mental health challenges like depression or hopelessness.

    Examples include Substance related deaths, suicidal behaviour by worsening mental health, emotional impact on families and communities,

Real-life Example: Kwame, a 28-year-old man in Accra, started misusing tramadol to cope with work stress. He developed a high tolerance and began taking larger doses. One evening, he took an unusually high dose and collapsed at home. By the time his family found him, he had passed away from an overdose.

Real-Life Example: Esi, a university learner in Ho, struggled with loneliness and academic pressure. She began misusing alcohol and marijuana to feel better. These substances worsened her depression and impaired her thinking. Feeling hopeless and unable to cope, she took her own life. Her friends and family were shocked, unaware of how deeply she was struggling.

Ways to prevent the consequences of substance use

1. **Education and Awareness**

Prevention begins with knowledge. When individuals like adolescents and young people are well-informed about the harmful effects of substance use, they are better equipped to make safer choices. Education fosters awareness of the physical, psychological, academic, legal, economic, and social consequences of substance and alcohol abuse. With this understanding, young people are more likely to recognise the risks involved and avoid experimenting with harmful substances. Informed adolescents are also more capable of resisting peer pressure and making independent decisions. Substance education plays a key role in correcting dangerous myths, such as the belief that taking substance enhances academic performance, makes one more confident in social settings, or serves as a quick fix for stress and emotional pain. When learners understand that substances like tramadol, marijuana, cocaine, alcohol, and even inhalants can lead to addiction, poor mental health, imprisonment, broken relationships, and even death, they are more cautious and less likely to fall into use. To ensure sustained impact, drug education should not be a one-time lesson. Schools should integrate it into their regular programmes. For example, holding monthly substance awareness sessions can create a continuous learning experience. During these sessions, learners can watch real-life documentaries that feature testimonies from recovering addicts, families affected by drug use, or communities battling drug-related violence. These stories make the dangers of substance use more relatable and real.

2. **Strong Family and Peer Support**

A stable, loving family environment and a supportive group of peers are among the most powerful protective factors that guard adolescents and young people against substance use. When individuals grow up surrounded by care, trust, discipline, and open communication, they develop the confidence and moral foundation needed to make healthy, informed decisions when faced with pressure to experiment with harmful substances. Parents and guardians play a central role in shaping the attitudes and behaviours of young people. When parents are actively involved in their wards lives by checking in regularly, helping with schoolwork, setting clear expectations, knowing their wards friends, monitoring how they spend their leisure time, and having honest conversations about the risks of substance and alcohol use, they create a strong emotional bond that promotes responsible behaviour. These consistent acts of involvement give children a sense of belonging, accountability, and direction. That is, being surrounded by positive, like-minded peers can reinforce good choices. Peer groups that value academics, healthy living, and personal growth create a safe space where young people are less likely to feel pressured into engaging in harmful behaviours.

3. **Engagement in Positive Activities**

One of the most effective ways to prevent substance use among adolescents is by encouraging the constructive use of time. When young people are meaningfully engaged in activities that interest and challenge them such as hobbies, sports, music, volunteer work, entrepreneurship, or creative

arts. They are less likely to be drawn toward negative behaviours like substance or alcohol use. Engaging in positive activities keep adolescents or young people occupied, leaving less idle time for boredom or peer pressure to take root. Young people who discover their talents and strengths through these outlets feel more confident in themselves and less likely to seek temporary highs or acceptance through substance use. This helps them build self-esteem and a sense of purpose. For example, adolescents involved in school clubs such as the choir, drama team, or debate society, or those participating in community sports teams like football, volleyball, or athletics, often devote their afternoons and weekends to practice, rehearsals, matches, and competitions. Their time is filled with goal setting, collaboration, and personal development. As a result, they spend less time in environments where they could be exposed to drugs or alcohol. In addition, participating in volunteering or social initiatives like taking part in a community clean-up nurtures a sense of responsibility, belonging, and service.

4. **Developing Refusal and Decision-Making Skills**

Many adolescents and young people are introduced to substance use not out of curiosity, but due to peer pressure. The strong influence from friends or social circles to engage in behaviours that may be harmful or risky. Often, these individuals do not know how to refuse such offers confidently or fear being rejected, laughed at, or labelled as 'old-fashioned' if they say no. This lack of confidence, combined with the desire to fit in, makes them vulnerable to trying alcohol, tobacco, or other drugs. To address this, adolescents and young people should be taught the skills and confidence needed to resist peer pressure. When adolescents are equipped with strategies to say 'no' well and without guilt, they become more empowered to make safer, healthier decisions, even in difficult social situations. One of the best ways to do this is through peer pressure education and refusal skills training, such as organising peer pressure workshops. In these workshops, learners should be taught to recognise when they are being pressured and are given practical, respectful phrases they can use to decline substance offers, such as;

'I am not into that.'

'I have better things to do.'

'No thanks, I am good.'

'That is not how I want to live my life.'

'I promised myself I would not.'

The sessions should also include role-play activities, where learners can practise these phrases in realistic scenarios, such as being offered other substances or alcohol at a party or pressured by friends to skip school to use substance. Practising these situations in a safe classroom environment will help learners build the confidence and muscle memory needed to stand their ground in real life. Also, teaching adolescents to set personal boundaries and understand the consequences of substance use will further strengthens their ability to walk away from risky situations without regret.

5. **Access to Counselling and Mental Health Services**

Many individuals who use substances or alcohol do so as a way of escaping emotional pain, unresolved trauma, stress, depression, or anxiety. When these psychological challenges are not identified and addressed early, people especially adolescents and young adults may turn to harmful substances for temporary relief or to feel a sense of control or pleasure. By promoting mental health awareness and providing access to counselling, therapy, and support groups, individuals can be helped to manage their emotions in healthy, non-destructive ways. Schools, workplaces, religious groups, and community centres can all play a role by having trained professionals or referral

systems in place. Encouraging open conversations about mental health also helps to reduce stigma, allowing more people to seek help before their situation worsens.

6. **Effective Law Enforcement and Policies**

Establishing and enforcing clear laws against the illegal production, distribution, and use of harmful substances will play key roles in preventing substance use. These laws act as a deterrent by imposing penalties such as fines, imprisonment, or closure of businesses that violate regulations. Law enforcement agencies like the police, drug control commissions, and regulatory bodies must work actively to monitor pharmacies, schools, entertainment spots, and communities where substance use may occur. When laws are strictly applied and supported by regular public education, it becomes harder for harmful substances like tramadol, cocaine, marijuana, glue, or alcohol to reach vulnerable groups, especially adolescents and young adults. The presence of visible law enforcement and publicised arrests or clampdowns sends a strong message that drug use is not tolerated in society.

7. **Community-Based Prevention Programmes**

Preventing substance use is most effective when the entire community works together. It is not the sole responsibility of schools or families alone, rather, it requires a collaborative effort among various stakeholders including schools, religious institutions (churches, mosques), health clinics, non-governmental organisations (NGOs), law enforcement agencies, and community leaders. Each of these groups plays a unique and valuable role. Schools provide structured education on the harmful effects of substances, teach life skills, and foster supportive peer relationships. Religious institutions offer moral guidance, counselling, and spiritual support, and can organise youth empowerment programmes that discourage substance use. Health clinics can provide early screening, counselling, and rehabilitation services for individuals at risk or already affected by substance use. NGOs often have the resources and expertise to run awareness campaigns, peer mentorship programmes, and support groups. Local authorities and law enforcement help maintain a safe environment by enforcing laws against drug trafficking and underage drug use. When these community arms unite, they create a protective network around young people, offering support, guidance, and positive alternatives to substance use. One of the most impactful examples of this is when communities establish youth-friendly centres that can serve as safe havens for young people.

8. **Strengthening Religious and Moral Values**

Moral and spiritual teachings play a significant role in shaping the attitudes, values, and behaviours of young people. These teachings, often delivered through religious institutions such as churches, mosques, and traditional belief systems, emphasise core values such as discipline, self-respect, responsibility, honesty, compassion, and the sanctity of life. By instilling these values early in life, young people are better equipped to make informed and ethical decisions, such as the ability to resist the lure of substances and other harmful behaviours. Spiritual guidance often teaches that the body is a sacred gift that should be nurtured and protected. Many faiths strongly discourage behaviours that cause harm to oneself or others, including substance use. For instance, religious texts and sermons may highlight how substances can destroy not only physical health but also relationships, productivity, and one's purpose in life. This moral foundation helps individuals develop a strong sense of identity and self-worth, which reduces the likelihood of seeking escape or validation through drugs.

9. **Providing Life Skills and Vocational Training**

Many young people, especially those living in under-resourced or disadvantaged communities, turn to substances out of a sense of hopelessness, frustration, or lack of direction in life. When

individuals feel they have no purpose, no opportunities, or no future to look forward to, they may be more prone to experimenting with substances as a form of escape or a way to numb emotional pain. Teaching practical life skills such as effective communication, decision-making, conflict resolution, emotional intelligence, and goal setting can help builds confidence and resilience. These skills help individuals navigate peer pressure, solve problems in healthy ways, and make informed choices. At the same time, vocational training and entrepreneurship education provide young people with hands-on abilities that can be turned into careers, such as carpentry, fashion design, baking, tiling, hairdressing, computer skills, or bead-making. These skills not only keep them occupied but also provide a sense of achievement, financial independence, and purpose.

10. **Early Intervention for At-Risk Individuals**

Timely help for individuals who are beginning to use substances is one of the most effective ways to prevent addiction, long-term health problems, and destructive life outcomes. When signs of use are identified early, support can be provided before the behaviour becomes deeply rooted or causes serious harm. Early intervention not only protects the individual but also benefits families, schools, and the broader community. Substance use often starts slightly with small changes in behaviour, mood, or academic performance. These signs can include sudden withdrawal from activities, declining grades, loss of interest in hobbies, increased violence or secrecy, or hanging out with a new peer group involved in risky behaviours. If these warning signs are noticed early by parents, teachers, friends, or community members, the young person can be guided towards support services before addiction takes hold.

Support may include:

Counselling: Trained professionals can help the individual explore the reasons behind their drug or alcohol use and develop healthier coping mechanisms.

Mentoring: A trusted adult or peer mentor can provide guidance, emotional support, and positive role modelling.

Support groups: Peer support or recovery groups offer a safe space where individuals can talk about their challenges and learn from others with similar experiences.

Referral services: Schools and clinics may refer the individual to health professionals or rehabilitation services if needed.

LEARNING TASKS

1. Explain physical, psychological and emotional, academic and cognitive, social and relationship, legal and criminal, economic and employment, accidents and injuries, addiction and dependency, impact on family and community and death or suicide consequences of substance use.
2. Describe real life examples of substance use on users, their families, communities and nation.
3. Discuss ways to prevent the negative consequences of substance use.

PEDAGOGICAL EXEMPLARS

a. **Starter Activity: What is the Real Cost behind the Choice? (a riddle**).

Instructions: Display or write this riddle on the board or any other of choice.

'I can give you a quick high,

But take away your future in a twinkle of an eye.

You might think I am fun or cool,

But I turn the wise into a fool.

What am I?'

Ask learners to guess the answer. (The answer is substance or drug use)

Follow up with thought-provoking questions. examples

1. Why do you think something people try for fun can become so harmful?
2. Can one wrong decision change a person's future? In what ways?
3. Can something that feels good in the moment end up causing long-term harm? How?

Comment briefly on learners' response and transition to the lesson focus for the day: Today, we are going to learn what happens to the body, mind, school life, and relationships when someone uses substances. Let us explore the real cost behind the choice.

b. **Main activity**

Collaborative Learning, Think and Share and Talk for Learning - Case Study Jigsaw

i. Divide the class into 5 groups. Assign each group two different case studies illustrating a specific consequence of substance use:

Case Study 1: Physical health deterioration (e.g., addiction leading to liver damage).

Case Study 2: Academic failure (e.g., dropping out due to poor performance).

Case Study 3: Legal troubles (e.g., being arrested for drug possession).

Case Study 4: Emotional and psychological issues (e.g., depression or anxiety).

Case Study 5: Social consequences (e.g., losing friendships or family trust).

Case Study 6: Economic and employment consequences (e.g., lack of money, losing job)

Case Study 7: Accidents and injuries consequences (e.g., unable to perform or compete)

Case Study 8: Addiction and dependency consequences (e.g., unable to engage in normal activities)

Case Study 9: Impact on family and community consequences (e.g., financial strain and community embarrassment for family)

Case Study 10: Death or suicide consequences (e.g., personal and family impacts)

ii. Each group reads and discusses their case among themselves, identifying:

- What happened?
- Which consequences are shown?
- What could have been done differently?

- Indicate similar cases in real-life

iii. Groups then present their case and findings to the class.

For instance,

- Group 1: Case 1 and 2
- Group 2: Case 3 and 4
- Group 3: Case 5 and 6
- Group 4: Case 7 and 8
- Group 5: Case 9 and 10

Sample Cases

1. **Case Study 1: Physical Consequences**

   Kwame, a 19-year-old learner, started smoking marijuana regularly to 'feel relaxed' after stressful classes. Over time, he began experiencing shortness of breath, frequent coughing, and a lack of energy during football training. His once-fit body began to weaken, and he could no longer participate in his school's sports team. Doctors diagnosed him with chronic bronchitis due to long-term smoking.

   Questions for Discussion:

   a. What physical effects did Kwame experience?

   b. How did substance use affect his health and hobbies?

   c. What help or support could Kwame seek?

   d. What long-term health risks could Kwame face if he continues this behaviour?

   e. Indicate a similar case in real life

2. **Case Study 2: Academic and Cognitive Consequences**

   Adjoa was a bright SHS 2 learner, but she started taking prescription pills to stay awake and study for long hours. She soon became dependent and could not concentrate without them. Eventually, she began skipping school and assignments. Her grades dropped, and she was suspended for misconduct after being caught with pills on campus.

   Questions for Discussion

   a. How did drug use affect Adjoa's education?

   b. What short- and long-term academic risks are shown?

   c. What advice would you give Adjoa?

   d. How can schools help learners like Yao?

   e. Indicate similar case in real life

3. **Case Study 3: Legal and Criminal Consequences**

   Kojo, a university learner, was caught with illegal drugs during a police raid at a nightclub. He was arrested and charged with possession of a banned substance. The case received media attention, and his scholarship was withdrawn. He now faces the risk of imprisonment and has lost many future opportunities.

Questions for discussion

a. What laws did Kojo break?

b. What laws in Ghana govern drug-related offences?

c. How has substance use affected his legal and career prospects?

d. What other alternatives could Kojo have chosen?

e. What are the legal consequences of drug possession?

f. How can a criminal record affect someone's future?

g. Indicate similar case in real life

4. **Case Study 4: Emotional and psychological consequences**

Afia, a 17-year-old, began abusing cough syrup mixed with soft drinks due to peer influence. Though it made her feel 'high' at first, she began feeling depressed, anxious, and paranoid. She started withdrawing from friends and family. Her parents became worried and had to seek help from a mental health clinic.

Questions for discussion

a. What emotional or mental effects did Afia experience?

b. How can substance use affect one's mental health?

c. What support systems could help her recover?

d. Indicate similar case in real life

5. **Case Study 5: Social and family consequences**

Yaw started using hard drugs and soon began stealing from his home to fund his addiction. His parents were heartbroken and had to report him to the police. His siblings stopped trusting him, and his friends distanced themselves. The family environment became tense and broken.

Questions for discussion

a. How did Yaw's behaviour affect his family and social relationships?

b. What long-term damage can drug use cause within families?

c. How can families support loved ones struggling with addiction?

d. Why is trust important in relationships?

e. How can a broken relationships due to substance use be repaired?

f. Indicate similar case in real life.

6. **Case Study 6: Economic and employment consequences**

Mawuli is a university learner who started experimenting with cigarettes, alcohol, sniffing glue, and misusing tramadol with his friends. What began as occasional use gradually turned into a daily habit. Over time, a large portion of his monthly allowance is spent buying these substances. He often skips meals and sacrifices basic needs like food and books to fund his habit. Mawuli had a part-time job at a campus printing shop, which helped him cover personal expenses. However, due to frequent absenteeism, lateness, and poor performance, often due to hangovers and substance induced fatigue, he was fired. Without a source of income, Mawuli began borrowing money from friends and taking mobile loans, which he is unable to repay. His debt keeps growing, and he often

sells personal items to cope. His financial instability is now affecting his academic performance and overall well-being.

Questions for discussion

a. How has substance use affected Mawuli's financial life?

b. What are the economic risks of substance use?

c. What specific economic challenges is Mawuli facing because of his substance use?

d. How has substance use affected his ability to maintain a job?

e. What are the long-term financial risks Mawuli might face if he does not seek help?

f. In what ways can his economic problems lead to other consequences such as stress or poor academic performance?

g. What support systems or interventions could help Mawuli recover financially and professionally?

7. **Case Study 7: Accidents and injuries consequences**

Linda, a senior high school learner and an aspiring dancer, had been preparing for her school's end-of-year cultural dance competition for several months. Her dedication to training had made her one of the standout performers. A week before the event, Linda attended a friend's birthday party. At the party, under peer pressure and curiosity, she took a mix of alcohol and prescription drugs offered to her. As the night progressed, Linda began feeling dizzy and unsteady. On her way home, her coordination and judgment were impaired. She lost her balance, slipped, and fell into a roadside gutter, badly injuring her leg. She was rushed to a clinic and received multiple stitches, with the doctor advising against any strenuous physical activity for weeks. As a result, Linda was unable to perform in the dance competition she had trained so hard for. The incident left her not only physically hurt but also emotionally disappointed and embarrassed. She later confessed that the accident could have been avoided if she had stayed sober.

Questions for discussion

a. What caused Linda's accident?

b. How can substance use impair judgement and safety?

c. What specific poor decision did Linda make that led to her accident?

d. How did the substances she took affect her ability to stay safe?

e. What are the short-term and possible long-term impacts of her injury on her passion for dance?

f. How could peer pressure have played a role in her decision?

g. What are safer ways Linda could have responded to the situation at the party?

h. What lessons can other young people learn from Linda's experience?

8. **Case Study 8: Addiction and dependency consequences**

Kakai, a second-year university learner, began taking tramadol during a stressful examination period. At first, it helped him stay awake for long hours and focus better. Encouraged by the results, he continued using it, believing it gave him a competitive edge. However, weeks after the exams, Kakai found it hard to concentrate or feel energised without taking tramadol. What started as occasional use soon turned into daily dependence. He noticed that when he skipped a dose, he felt extremely tired, restless, anxious, and even experienced body aches and nausea. These withdrawal symptoms made it almost impossible for him to function normally. Kakai now feels trapped. He is

aware that he is dependent on the drug but fears the discomfort of withdrawal and does not know how to stop. His academic performance is declining, and he avoids social interactions because he is ashamed and constantly worried about when he will get his next dose.

Questions for discussion

a. Why did Kakai initially start using tramadol?

b. Was his reason justifiable?

c. What signs indicate that Kakai is now addicted to tramadol?

d. How has his dependency affected different areas of his life (academic, social, emotional)?

e. What are withdrawal symptoms, and why do they make it difficult for people like Kakai to quit?

f. What steps can Kakai take to seek help and recover from this dependency?

g. Why is it dangerous to use prescription medication even if it is initially for academic success?

9. **Case Study 9: Impact on family and community consequences**

Adwoa, once a bright and promising young woman, began experimenting with drugs in her late teens. At first, her family did not notice the changes, but over time, her behaviour became more unreliable. She began staying out late, neglecting her responsibilities at home, and becoming aggressive towards family members. Soon, word began spreading in their community. Neighbours gossiped about her behaviour and linked it to drug use. Her family, once respected in the community, now faced ridicule and embarrassment. People started avoiding them, and some friends of the family distanced themselves entirely. Adwoa's younger siblings were not spared either. At school, they were teased by classmates who called their sister an addict. The emotional toll on them was huge that they felt ashamed and helpless. Her parents, determined to help her recover, spent much of their time and money on hospital visits, counselling, and treatment programmes. Financial strain and constant worry began to cause arguments and tension in the home. The once peaceful and united household was now filled with stress and silence. Adwoa's choices had created a ripple effect that disrupted not only her life but the lives of everyone around her.

Questions for discussion

a. How has Adwoa's substance use affected her family and community?

b. How did Adwoa's drug use affect her family's emotional and financial well-being?

c. What kinds of problems did her younger siblings face as a result of her actions?

d. In what ways did the community respond to Adwoa's behaviour? Was it helpful or harmful?

e. Why is it important to consider how substance use affects others, not just the user?

f. What kind of support systems could help families going through situations like Adwoa's?

g. What would you do if someone in your family or community was in Adwoa's situation?

h. What community resources could support families in similar situations?

10. **Case Study10: Death or suicide consequences**

Nana, began drinking socially with friends, using other substances mixed with alcohol occasionally during night outs, parties and campus events. However, over time, he started depending on the substances to escape from academic stress, relationship issues, and feelings of loneliness. What started as casual usage and drinking turned into a serious addiction. As Nana's addiction grew, he began using and drinking every day alone and in large quantities. His academic performance

declined rapidly, and he withdrew from his friends and extracurricular activities he loved engaging in. Nana felt overwhelmed and hopeless but did not know how to ask for help. The more addicted he became, the more isolated and depressed he felt. One evening, after consuming a large amount of alcohol, Nana attempted to take his own life. Thankfully, a roommate who returned unexpectedly found him unconscious and called for help. Nana was rushed to the hospital, where he was stabilised. After recovering, he was referred to a rehabilitation centre for treatment of both his addiction and depression. Nana's experience shocked his peers and family. It revealed how addiction can silently take control of a person's life and affect their mental health, leading to tragic consequences when left untreated.

Questions for discussion

a. What role did substance use play in Nana's situation?

b. What early warning signs of addiction were visible in Nana's story?

c. How did addiction affect Nana's mental, academic, and social life?

d. What could Nana's friends or family have done to support him before the situation worsened?

e. In what ways can addiction increase the risk of depression or suicidal thoughts?

f. How important is it to seek help early for someone showing signs of addiction?

g. What services or resources could school, and communities provide to prevent situations like Nana's?

   i. After the presentations and peer feedback, briefly go over the consequences and summarise the core points in the lesson.

Peer feedback checklist for group presentations

Instructions: While watching another group's presentation, listen carefully and use this checklist to give respectful and constructive feedback. Tick the boxes and add comments where needed.

Name of Group Presenting: _____

1. **Content understanding and accuracy**

   ☐ The group explained the case study clearly.

   ☐ They correctly identified the type of consequence (e.g., legal, emotional, academic, etc.).

   ☐ The effects of substance use were described with relevant details and examples.

   Comment:

2. **Clarity and organisation**

   ☐ The presentation was easy to follow and well-organised.

   ☐ Main points were presented in a logical order.

   ☐ The group summarised their ideas effectively.

   Comment:

3**. Team collaboration**

   ☐ All group members participated in the presentation.

   ☐ Each person knew their role and spoke clearly.

   ☐ They worked well together and supported each other.

Comment:

4. Creativity and engagement

☐ The group made the topic interesting (used role-play, examples, visuals, etc.).

☐ They maintained eye contact and spoke confidently.

☐ The group asked or answered questions from the audience.

Comment:

5. **Reflection and suggestions**

☐ The group reflected on what can be done to prevent the situation in the case.

☐ I learned something new from their presentation.

☐ I have a suggestion for how they could improve:

Comment:

6. **Overall rating (Tick One)**

☐ Excellent

☐ Good

☐ Satisfactory

☐ Needs improvement

KEY ASSESSMENT: Class Exercise

Question 1: You are to carry out an independent project investigating the consequences of substance use on individuals, families, and society. Choose one or more types of substances (e.g., alcohol, tobacco, marijuana, prescription drugs, or hard drugs) and explore both short-term and long-term consequences. Your project should include the following;

a. A brief introduction explaining substance use and your chosen substance(s).

b. A research-based analysis of the physical, psychological, social, academic, and legal consequences of the substance use.

c. At least one real-life case study or fictional scenario illustrating the at least three consequences.

d. Personal reflections or recommendations on how to address or prevent these consequences in your community or school.

e. Use appropriate references (books, articles, or online sources) to support your work.

f. Present your findings in a written report, poster, or PowerPoint (minimum 500 words or 6 slides if digital).

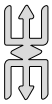
Reflection

The consequences of substance use refer to the negative outcomes or effects that result from using drugs, specifically when they are misused or abused.

PLC Session 15

45 minutes | **Planning & Reviewing the Learning Plan**

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
   a. explain the week's concepts in a practical way that will make it easier for learners to understand
   b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
   a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
   b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
   c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



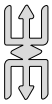
Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app
   a. The key assessment for the week is ***class exercise***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the exercise (NTS 3k-3q).

10 minutes | **Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
   a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
   b. all teachers in the group work through a similar problem individually for 3–4 minutes
   c. the group then works through the problem together step by step
   d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*

- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes	Enactment

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).
   a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
   b. After the enactment, ask for structured feedback from the group
      i. was the concept explained in a way that a learner with no prior knowledge could follow?
      ii. were the examples grounded in contexts familiar to Ghanaian learners?
      iii. did any misconceptions surface and if so, how were they addressed?

5 minutes	Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
   a. transfer your chats into your learning planner template.
   b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
   c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section 2: Part Three Review

In Weeks 14 and 15, learners explored the topic of substance use and misuse, concentrating on its causes, risk factors, and consequences. The aim of this section was to equip learners with the knowledge, attitudes, and skills necessary to identify risky behaviours related to substance use and to make informed decisions that support healthy living.

In week 14, learners were introduced to the concept of substance use, touching on the definition of substances, examples of substances (alcohol, tobacco, marijuana, tramadol, glue) and the difference between use, misuse, and abuse. They explored why people use drugs, and some reasons identified were peer pressure, curiosity, stress, anxiety or depression, media influence, lack of parental supervision and unemployment or boredom. Learners also examined risk factors that increase the likelihood of substance misuse among young people. Pedagogies used were brainstorming to activate prior knowledge and encourage learner to talk, group discussion for collaborative identification of causes and risk factors, role play to rehearse resisting peer pressure and making positive decisions and case analysis to identify underlying risk factors in fictional scenarios

Week 15 focused on the short-and long-term consequences of substance misuse. Learners discussed how drug use can negatively affect various aspects of life. The ten key areas covered were physical health consequences, psychological and emotional effects, academic and cognitive decline, social and relationship problems, legal and criminal issues, economic and employment challenges, accidents and injuries, addiction and dependency, impact on family and community and death or suicide. Teaching approaches used were collaborative learning, think and share and talk for learning. These lessons helped to lay the foundation for personal and social decision-making and promoted a culture of prevention, responsibility, and health consciousness among learners.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 14

Table 1: Marking scheme for Short Answer Questions (14 marks)

Questions	Answers	Total score
1. Differentiate between substance use and substance misuse. *Give one example each.*	*1 mark for clear definition of substance use* *1 mark for appropriate example of substance use* *1 mark for correct definition of substance misuse or abuse* *1 mark for appropriate example of substance misuse or abuse* *(Substance use refers to the taking of drugs for their intended medical purposes and in the correct dosage.* *Example: Taking paracetamol to relieve a headache as prescribed by a doctor.* *Substance misuse or abuse is the incorrect or inappropriate use of a drug, either by taking too much, too often or using it for non-medical use.* *Example: Taking sleeping pills without a prescription or to get high).* *Hint: Look out for other examples*	*4 marks*
2. Explain four factors contributing to substance misuse among young people. *Support each factor with one real life example.*	*2 marks each for identification and explanation of the factors.* *1 mark each identification of the factors without explanation or unclear explanation.* *1 mark each for the real-life examples* *0 for not giving any example* *(Some factors influencing substance misuse)* *Peer Pressure* • *Friends who use drugs may encourage others to try them.* • *Adolescents may misuse drugs to feel accepted or "fit in."* • *Fear of being left out or mocked.* *Family Influence* • *Adolescents from homes where drug use is common may see it as normal.* • *Lack of parental supervision or poor communication can increase risk.* *Lack of Education or Awareness* • *Many young people do not fully understand the dangers and long-term effects of drug misuse.* • *Misconceptions like "natural drugs are safe" can lead to risky behaviour.* *Hint: Accept others that are not here.*	*8 marks*

4. Create a short dialogue (3 lines) between two friends one trying to pressure the other to use a substance, and the other resisting wisely.	*1 mark for peer pressure shown* *1 mark for appropriate resistance* *Answer (Sample)* *Learner A: Come on, just try it once. Everyone is doing it.* *Learner B: No thanks. I do not need it to have fun.* *Learners A: Suit yourself*	*2 marks*

WEEK 15

Table 2: Marking scheme (30 marks)

Criteria	Description	Marks
Understanding of substance use	*Clear definition and explanation of the chosen substance(s) and its relevance 4 marks.* *Introduction (Substance use and focus area)* *Define substance use (e.g., the use of drugs or alcohol in ways that are harmful or outside medical guidance).* *Mention the chosen substance (e.g., alcohol, marijuana, codeine, etc.).*	*4 marks*
Analysis of consequences	*Covers at least 3 types of consequences (e.g. physical, mental, academic) with explanations and examples.* *Analysis of consequences* *Physical: Liver damage, heart disease, cancer, poor immune function, fatigue.* *Psychological or Mental: Anxiety, depression, mood swings, paranoia, memory loss.* *Social: Broken relationships, social isolation, peer rejection, domestic violence.* *Academic or Work: Dropping out of school, low performance, absenteeism, job loss.* *Legal: Arrests, criminal records, imprisonment, fines.* *Each consequence must be explained with relevant examples.*	*8 marks*
Use of case study or scenario	*Well-explained, realistic case study or fictional narrative demonstrating the consequences.* *Case study or scenario* *Example: A young man addicted to alcohol starts skipping school, becomes violent at home, and is eventually arrested after a fight.* *Can use real news stories, interviews, documentaries, or fictional narratives.*	*5 marks*

Personal reflection & recommendations	*Thoughtful insight, realistic suggestions, and clear opinion.* *Reflection and recommendations* *Reflection: How the research impacted them personally, what they learned.* *Recommendations: School awareness campaigns, parental guidance, counselling centres, drug-free clubs, government laws.*	*5 marks*
Organisation & presentation	*Logical structure, clear language, neat formatting, and creativity.*	*4 marks*
References & originality	*Correct referencing of at least 2 sources and evidence of personal input.* *References* *At least two credible sources such as:* *WHO report on substance use* *Ghana Health Service data* *News articles or interviews* *Health education textbook*	*4 marks*

SECTION 9: RECREATIONAL ACTIVITIES – PART ONE

STRAND: PHYSICAL ACTIVITY AND HEALTH

Sub-Strand: Recreational activities

Learning Outcome: *Demonstrate the ability to incorporate recreational activities into daily lives by identifying, stating their benefits, and participating in them*

Content Standard: *Demonstrate an understanding of the importance, benefits, and various types of recreational activities and participate in any of them to promote lifelong fitness and well-being*

INTRODUCTION AND SECTION SUMMARY

Recreational activities are leisure pursuits individuals engage in for enjoyment, relaxation, and personal satisfaction during their free time. These activities play a vital role in promoting physical health, mental well-being, social interaction, and overall quality of life. They encompass a wide range of interests, including sports, arts, games, outdoor adventures, and cultural experiences. In this section, learners will be introduced to the different types of recreational activities, these include both indoor and outdoor games, cultural and traditional games, as well as individual and group recreational pursuits. They also get the opportunity to actively participate in various recreational activities and reflect on how these activities made them feel, what they learned, and how it affected their body and mind. This section is designed to help learners appreciate the value of recreational activities and build lifelong habits that promote active and healthy lifestyles.

The session aims to help learners understand the difference between recreation and leisure, recognise the types of recreational activities, and identify the reasons why individuals should engage in recreational activities. It will also cover challenges in organising recreational activities and how to overcome those challenges.

This section covers:

Week 16: Discuss the different types of recreational activities in Physical Education.

Week 17: Participate in a variety of recreational activities and reflect on experiences.

SUMMARY OF PEDAGOGICAL EXEMPLARS

This section will employ a variety of learner-centred and activity-based pedagogical strategies designed to engage learners in meaningful exploration and participation in recreational activities. The following pedagogical approaches will be use in engaging the learners. Brainstorming and class discussion, cooperative learning, structured talk for learning and practical demonstration and participation, Learners should be assigned tasks that explore recreational activities, the concept of leisure, different types of recreational activities, and ways to promote them. These tasks can be carried out through group discussions, presentations, homework, in-class exercises, and project-based activities. A different response formats should be accepted from learners.

Assessment Summary Table: 9

Week	Indicators	Dok Level	Assessment Strategy and Mode
16	Discuss the different types of recreational activities in Physical Education.	Level 4	Homework
17	Participate in a variety of recreational activities and reflect on experiences.	Level 4	Practical and homework

WEEK 16

Learning Indicator: *Discuss the different types of recreational activities in physical education*

FOCAL AREA: RECREATIONAL ACTIVITIES

RECREATIONAL ACTIVITIES

What is recreational activity

Recreational activities are enjoyable and voluntary actions that individuals choose to engage in during their free or leisure time. These activities are not imposed or required but are done for personal satisfaction, relaxation, enjoyment, and overall well-being. People participate in recreational activities to refresh their minds, reduce stress, enhance social interaction, and improve their physical and mental health. Examples include sports, dancing, singing, playing games, walking, storytelling, drawing, and other creative or physical pursuits. Recreational activities play an important role in promoting a balanced lifestyle, building confidence, and developing social and teamwork skills.

Leisure time

Leisure time refers to the period when a person is free from work, school, or other obligations or responsibilities and can choose how to spend their free time. In short it is one's free time. It is time available for rest, relaxation, hobbies, or recreational activities, based on one's personal interests. Leisure time is not structured or compulsory unlike school or job hours. It allows individuals to revitalise, have fun, or learn new things. People may use leisure time to play games, watch movies, exercise, read, listen to music, or spend time with family and friends.

For example, if school closes at 2:00 PM and a leaner or teacher has no homework or chores until dinner at 6:00 PM, the time in between can be considered their leisure time. They can choose to play football, read a comic book, or relax watching TV during that period.

1. **The difference between leisure time and recreational activities**
    a. **Leisure Time:** Leisure time is the free time a person has outside of work, school, or daily responsibilities, during which they are not obliged to do any specific task. It is simply unstructured or unscheduled time.

    Example: A Saturday afternoon with no chores or school work to do. Leisure time is time-based not an activity itself, but the opportunity to do what you enjoy.

    b. **Recreational Activities:** Recreational activities are the enjoyable and purposeful things people choose to do during leisure time to relax, refresh, or entertain themselves. These activities can be physical, mental, social, or creative.

    Example: Playing football, dancing, reading, painting, or hiking. It is activity-based something one does during leisure time. Hence, leisure time is the opportunity while recreational activities are how that opportunity is used.



Figure 16.1: *Recreational activities engaged in during leisure time*

2. **Types or categories of recreational activities**

   a. **Indoor and outdoor recreational activities**

      i. **Indoor activities:** Indoor recreational activities are activities carried out within enclosed spaces such as homes, school halls, gyms, or community centres. They are often organised in controlled environments, making them suitable regardless of weather conditions.

      Examples

      - **Board Games:** Playing games such as chess, ludo, oware, dame or draught, monopoly and card games in an enclose areas like the gym, classroom, church or community centres.
      - **Arts and Crafts**: This is an engaging creative activities like painting, drawing, colouring, cutting, gluing, moulding, bead-making, weaving or making any decorative items for fun, relaxation and self-expression rather than for commercial purposes.
      - **Dancing:** This is moving the body rhymical to music for fun and social enjoyment rather than for professional performances or competition. Participating may engage in structured dance classes or social dancing.
      - **Cooking or Baking:** This is preparing food or baked items like bread or snacks for fun, creativity and enjoyment or experimenting with new recipes or cuisines.
      - **Reading:** This is reading books, novels, short stories, poetry, magazines, and non-fiction materials for pleasure, entertainment, or personal enrichment rather than for academic or work-related purposes.
      - **Video Gaming:** This is playing electronic games on a computer, console, tablet or smartphone for fun and entertainment but not for monetary gains.

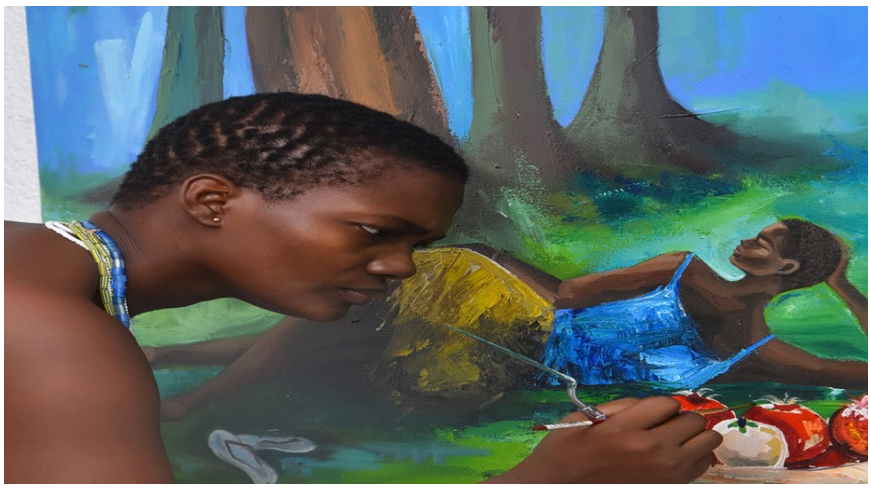


Figure 16.2: *Expressing thoughts in painting*



Figure 16.3: *Relaxing by enjoying reading*

ii. **Outdoor Activities:** Outdoor recreational activities are activities that take place in open-air environments such as school fields, parks, beaches, or neighbourhoods. They usually involve more movement and space and are often social in nature.

Examples

- **Hiking or nature walk:** This is walking in outdoors in a natural environment, often along trails, paths or a natural landscape such as forests, hills, mountains or parks for enjoyment or fun.
- **Camping**: This is staying or spending a time outdoor, most often overnight in a temporary shelter such as a tent, camper or cabins in natural settings like forests, parks, mountains and beaches.
- **Fishing:** This is catching fish for pleasure, relaxation, sport or leisure rather than for commercial purposes.
- **Biking**: This is riding a bicycle for fun, fitness or for recreation rather than for transportation.
- **Sports:** This is engaging in fun games or athletic activities social interaction rather than for professional competition or monetary gain.
- **Swimming or surfing:** This is engaging in water-based activities in pools, rivers, lakes or ocean or sea for enjoyment, fun, relaxation, and exercise.

- **Photographing:** Taking pictures for fun, relaxation and personal satisfaction than for professional or commercial purposes.
- **Lime on spoon**: A fun and joyous game where participants race while balancing lime or lemon on a spoon, usually held in the mouth or hand.
- **Musical chair:** A group game where participants walk or dance around a circle of chairs while music plays. When the music stops, everyone tries quickly find a chair to sit on. Normally the chairs are less person and the one who did not get a chair to sit on is out of the game and one chair is taking out.
- **Fill my cup:** A fun and engaging game where participants race to fill a cup or a container with water using a small tool such as a spoon, sponge or a cup with holes.
- **Sack race:** A playful and energetic game where participants place both legs inside a sack (usually cocoa sacks) and hop or jump forward towards a finish line.
- **Picking pebbles:** A simple fun game where participants collect or pick up pebbles or small objects from the ground, often under specific rules such as time limits, using only one hand or while blindfolded.
- **Pick and act**: A fun and interactive game where participants randomly pick a card, paper slip or object that has a word, phrase, action, or character written on it and then act it out without speaking.
- **Tug of War:** A physically engaging game where two teams pull on opposite ends of a rope, trying to drag the other team across a central line or marker.



Figure 16.4: *Photographing as a recreational activity*



Figure 16.5: *Canopy walk at Kakum National Park*

b. **Active and passive recreational activities**

i. **Active recreational activities:** Active recreational activities are those that involve physical movement or exertion. These activities are often done for fun, fitness, and relaxation but still require the participant to be physically engaged. These activities are often used to promote physical fitness, improve motor skills, and teach cooperation.

Examples

- Dancing
- Swimming
- Cycling
- Hiking
- Playing football or basketball
- Skipping rope

ii. **Passive recreational activities:** Passive recreational activities are those that do not require significant physical effort. They are mostly relaxing, quiet, and mentally refreshing rather than physically demanding**.**

Examples

- Reading
- Watching movies or plays
- Listening to music
- Bird watching
- Playing board games
- Drawing or painting
- Storytelling

c. **Individual and group recreational activities**

i. **Individual recreational activities:** These are recreational activities that a person does alone. They focus on personal enjoyment and self-improvement. The individual is responsible for their own pace, effort, and progress.

Examples

- Jogging or walking
- Swimming alone
- Reading
- Yoga or meditation
- Painting or drawing
- Skipping rope

ii. **Group or Social Recreational Activities:** These are recreational activities done with others either in pairs, small groups, or large teams. They promote social interaction, cooperation, and teamwork.

Examples

- Football or volleyball
- Dancing in a group
- Hiking with friends
- Drama or music groups
- Board games or card games
- Playing 'Ampe' or other traditional games



Figure 16.6: *Riding for Leisure*



Figure 16.7: *Recreational cooking*

LEARNING TASKS

1. Explain recreational activity and leisure time
2. Describe the classifications of recreational activities with examples.
3. Discuss the types of recreational activities

PEDAGOGICAL EXEMPLARS

a. **Starter activity -** What Do You Do for Fun?

Objective: The aim is to activate learners' prior knowledge and introduce the concept of recreation in an engaging and relatable way.

Instructions

1. Write on the board or paper chart this question:
   a. What are some things you do for fun or to relax when you are not in school?
   b. Ask learners to think for 30 seconds, then raise their hands and share what they do.
2. Ask these or any other prompting questions if needed:
   a. What do you do on weekends or after school to relax?
   b. What activities do you enjoy alone or with friends?
3. As they share, write their responses under two columns on the board.

Involves Movement	No Movement
Attend dance class	listening to music
Visit friends	Reading book
Play football	playing video games,
Jogging or exercise, etc.	drawing
	watching TV, etc.

4. After sharing, wrap up the brainstorm by saying, all the fun and relaxing activities you have just shared are forms of recreational activities. Today, we are going to explore the different types of recreational activities in Physical Education and how we can participate in them in meaningful ways.

Main Activity

Collaborative learning, Talk for learning and Digital learning - Indoor or outdoor? Active or Passive? Individual or Group?

i. Divide learners into small groups. Instruct each group to use their digital devices (e.g., tablets or phones) to search for the meaning of the terms 'recreational activity' and 'leisure time.' Allow the groups some time to read, discuss, and write down their understanding in their own words. Invite each group to share their definitions with the class. As they do so, highlight common ideas and correct any misconceptions. Build on their responses to clearly explain the meaning of recreational activity and leisure time, using simple language and relatable examples for better understanding.

ii. After establishing the meaning of the key terms, introduce learners to the classification of recreational activities. Explain the difference between indoor and outdoor recreational activities, active and passive recreational activities and individual and group recreational activities using clear definitions and examples for each category to enhance understanding.

iii. Show or call out already prepare flashcards or slips of paper with a variety of recreational activities written on them (e.g., swimming, reading, watching TV, playing football, hiking, painting, cooking, photographing, riding a bicycle, listening to music, bird watching,

skipping rope, dancing, etc.) and draw on the board six column chart labelled, indoor, outdoor, active, passive, individual and group. Ask each group to draw a similar chart on a sheet of paper or in their jotters. One by one, call out or show the activity cards. For each activity, the groups must decide which column(s) the activity belongs to and record their choices. Encourage them to think critically as some activities may fit more than one category (e.g., dancing can be both indoor and outdoor activity). After all activity cards have been flashed or called out, invite each group to explain how and why they categorised certain activities. For example, ask, why did you place 'painting' under 'indoor' and 'passive'? Award points for correct answers and well-reasoned explanations to encourage participation and make the lesson more engaging and competitive.

Collaborative learning and Talk for learning - Sorting Challenge

i. Provide each group with a worksheet with names or a collection of cut-out images representing different recreational activity. Examples of images or names of activities may include,
   - Indoor: Painting, reading, board games, video gaming
   - Outdoor: Hiking, swimming, football, jogging
   - Active: Dancing, rope skipping, running, playing basketball
   - Passive: Listening to music, watching TV, bird-watching
   - Individual: Journaling, yoga, photography
   - Group: Volleyball, ampe, drama club, aerobics

ii. Ask learners to sort the activities into the following categories on their worksheets
   - Indoor or Outdoor
   - Active or Passive
   - Individual or Group

iii. After the sorting task, facilitate a class discussion using the following guiding questions or more.
   - What helped you decide whether an activity is indoor or outdoor?
   - What makes an activity active or passive?
   - How can you tell if an activity is best done alone or with others?

iv. Use learners' responses to reinforce the meaning and clarify any misunderstandings about the different categories. Some activities may belong to more than one category, make this clear help leaners under why.

v. Invite learners to reflect and then share with the class
   - One active recreational activity they enjoy
   - One passive recreational activity they like
   - A favourite indoor activity
   - A favourite group activity

vi. Encourage learners to explain why they enjoy those activities. For example:

- I enjoy skipping because it helps me stay fit and it is fun to challenge myself.
- I love reading indoors because it relaxes me and helps me learn new things.

vii. End the session by emphasising the importance of balancing different types of recreational activities for overall well-being, and how personal preferences can guide one's choices in leisure time.

KEY ASSESSMENT: Homework

Question 1: Write a reflective essay (about 80 - 100 words) describing a time you participated in a recreational activity. Include;

a. The type of activity you engaged in (active or passive, individual or group)

b. What you learned from the experience

c. How it affected your physical or social well-being

Question 2: Design a classroom presentation idea that teaches your peers about the different categories of recreational activities. The presentation should include;

a. Definitions and examples of four (4) categories of recreational activities (e.g., active, passive, indoor, group).

b. Creative materials (e.g., posters, role-play, videos)

c. A short quiz to assess understanding.

Reflection

- *Leisure time is the free time a person has when not working or fulfilling responsibilities.*
- *Recreational activities are the enjoyable things people choose to do during leisure time to relax, have fun, or stay active.*

PLC Session 16

45 minutes	Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
   a. explain the week's concepts in a practical way that will make it easier for learners to understand
   b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
   a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
   b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
   c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).

Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app
   a. The key assessment for the week is ***homework***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the homework (NTS 3k-3q).

10 minutes **Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
   a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
   b. all teachers in the group work through a similar problem individually for 3–4 minutes
   c. the group then works through the problem together step by step
   d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).

Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes **Enactment**

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).
   a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
   b. After the enactment, ask for structured feedback from the group
      i. was the concept explained in a way that a learner with no prior knowledge could follow?
      ii. were the examples grounded in contexts familiar to Ghanaian learners?
      iii. did any misconceptions surface and if so, how were they addressed?

5 minutes **Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).

8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
    a. transfer your chats into your learning planner template.
    b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
    c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 17

Learning Indicator: *Participate in a variety of recreational activities and reflect on experiences*

FOCAL AREA: PARTICIPATION IN RECREATIONAL ACTIVITIES

RECAP

In the previous lesson, learners explored the different types of recreational activities in Physical Education. They learned that recreational activities are actions done during leisure time for enjoyment, relaxation, or physical fitness. These were categorised as active (such as football, swimming, dancing) or passive (such as painting, reading, or watching movies), and are also classified based on setting (indoor or outdoor) and participation (individual or group). Learners engaged in interactive sorting games using flashcards to reinforce their understanding and shared why these activities are important for overall well-being.

This week's lesson builds on that foundation. Learners will participate in a variety of recreational activities both active and passive, as well as individual and group based. They will also be introduced to safety practices like warming up, using proper attire and equipment, and staying hydrated. After engaging in the activities, learners will reflect on their experiences, sharing how the activities made them feel physically and emotionally, the skills they developed, and the social interactions they had. This practical engagement will deepen their appreciation of recreation and help them identify enjoyable, healthy habits.

PARTICIPATION IN RECREATIONAL ACTIVITIES

Participation in recreational activities refers to the active involvement of individuals in various leisure or non-obligatory activities that are done during one's free time for enjoyment and personal satisfaction. These activities are usually self-chosen and may include both physically engaging as well as less physically demanding ones. Participation can be done individually or in groups. It may take place indoors or outdoors. In the context of Physical Education, encouraging learners to participate in a variety of recreational activities helps will them discover their interests, build lifelong habits of active living, and reflect on how such engagements affect their mood, body, and social interactions.

Description and how to perform some of the recreational activities

1. **Lime on spoon: Game description and procedure**
    a. **Lime on spoon**: This a fun balancing and coordination game where each participant walks or runs a set distance while holding a spoon with a lime (or any small round object like a marble or lemon) in it. The challenge is to complete the course without dropping the lime.
    b. **Materials Needed**
        i. Tablespoons (one for each player)
        ii. Limes (or small balls/marbles of similar size)
        iii. Cones or markers to define the starting line and finish line
        iv. Stopwatch or timer (optional)
    c. **Game Procedure**

    Set Up the Playing Area

        i. Mark a clear start and finish line about 5 to 10 metres apart (adjust distance for age group).

ii. If playing as a relay, divide learners into teams and place them behind the starting line.

d. **Explain the Objective**

i. Learners must walk or speed-walk from the starting line to the finish line while holding a spoon with a lime in it.

ii. The lime must not fall off the spoon, and players cannot touch the lime with their other hand.

e. **How to Play**

i. Each learner holds the handle of the spoon with the lime resting in the bowl of the spoon.

ii. On the teacher's or referee's signal (Ready, Set, Go), players begin walking carefully toward the finish line.

iii. If the lime falls, the learner must go back to the starting line, place the lime back on the spoon, and begin again.

iv. The first person (or team) to complete the course successfully without dropping the lime wins.

f. **Variations**

i. Use a relay format where team members take turns.

ii. Introduce obstacles (e.g., cones to walk around) for advanced levels.

iii. Time the activity and challenge learners to beat their personal best.

g. **Rules of the Game**

i. Learners must hold the spoon with one hand only.

ii. Learners cannot use the other hand to steady or touch the lime once the game begins.

iii. If the lime drops, the player must restart from the starting line.

iv. Running is discouraged (unless the level is advanced); encourage careful movement or walking.

v. The lime must stay on the spoon throughout the race until the learner crosses the finish line.

vi. The winner is the first learner (or team) to finish without dropping the lime.

i. **Skills and Values Developed**

i. Balance and coordination

ii. Patience and focus

iii. Fine motor control

iv. Sportsmanship and fun competition



Figure 17. 1: *Young People engaging in Lime on Spoon Game*

2. **Musical Chair: Game Description and Procedure**

   a. **Musical Chair:** This is a classic group game that combines movement, music, quick thinking, and friendly competition. Players move, walk or dance around a set of chairs arranged in a circle or oval while music plays. The chairs are always less one person (that is if the learners are 10, the chairs should be 9. So, that one person will remain standing after all other are seated, and the one standing is out of the game). When the music stops, everyone must find and sit in a chair. After each round, one chair is removed, and the game continues until only one chair and two learners remain. The last learner to sit wins the game.

   b. **Materials Needed**

      i. Chairs (one less than the number of participants)

      ii. Music player (phone, speaker, music box, etc.)

      iii. Open space for setting up the chairs

      iv. Someone to control the music (teacher or facilitator)

   c. **Game Procedure**

      Set Up the Playing Area

      i. Arrange chairs in a circle with the seats facing outward. The number of chairs should be one less than the number of learners.

      ii. Ensure enough space around the chairs for learners to move safely in a circle.

   d. **Explain the Objective**

      i. Learners must move, walk (or dance) in a circle around the chairs while the music is playing.

      ii. When the music stops unexpectedly, learners must quickly find and sit on a chair.

      iii. The learner without a chair is eliminated, and one chair is removed for the next round.

   e. **How to Play**

      i. Have all participants stand around the circle of chairs.

      ii. Begin playing the music. learners start walking in a clockwise direction around the chairs.

      iii. Randomly stop the music after a few seconds. learners must immediately find a chair and sit.

      iv. The learner left standing is eliminated from the game.

v. Remove one chair and repeat the process.

vi. Continue until only one learner is left sitting and that learner is the winner.

f. **Rules of the Game**

i. Learners must walk or dance around the chairs while the music plays, no hovering or touching chairs early.

ii. Learners must not push, shove, or block others from sitting.

iii. Only one person is allowed per chair.

iv. Once a learner is eliminated, they must not interfere with the remaining rounds.

v. The music controller should stop the music randomly and fairly to keep the game fun and unpredictable.

g. **Variations (Optional)**

i. Use themed music (e.g., cultural, seasonal) to increase engagement.

ii. Add a rule that learners must perform a short action (e.g., clap, jump, or spin) before sitting.

h. **Skills and Values Developed**

i. Alertness and quick reaction

ii. Listening and focus

iii. Speed and agility

iv. Fair play and respect

v. Emotional control (handling elimination with sportsmanship)



Figure 17.2: *Musical Chair Game*

3. **Fill My Cup: Game Description and Procedure**

a. **Fill My Cup:** This is a team-based relay game where learners use a sponge, cup, or small container to transfer water from a source container to a target container placed at a certain distance away. The team that fills their target cup to a set level within the shortest time or before time runs out wins.

b. **Materials Needed**

i. Large bucket or container filled with water (source)

ii. Small sponge, plastic cup, or ladle (one per team)

iii. Empty measuring cup or plastic cup or plastic bottle (target container – one per team)

iv. Stopwatch or timer (optional)

v. Cones or markers to define the playing area

vi. Towel or mop (for clean-up)

c. **Set-Up**

i. Divide learners into equal-sized teams (6 learners per team is ideal).

ii. Place each team's source bucket at the start line.

iii. Place the empty target cup at a set distance away (e.g., 5–10 metres, depending on the space).

iv. Provide each team with one sponge or a perforated small cup.

v. Mark a fill line on the target cup using a marker or tape.

d. **Game Procedure**

i. The first learner dips the sponge or cup into the source bucket, filling it with as much water as possible.

ii. They rush to the target cup and squeeze or pour the water into it.

iii. They run back and hand over the sponge or cup to the next teammate in line.

iv. The process continues in relay fashion.

The game ends when;

v. One team reaches the fill line on the target cup first, or

vi. A set time (e.g., 5 minutes) has elapsed, and the team with the most water in their cup wins.

e. **Rules of the Game**

i. Only one learner moves or runs at a time.

ii. Learners must use only the sponge or cup provided, no hands allowed for scooping or carrying water.

iii. Learners must not spill or intentionally pour water outside the target container.

iv. Teams must take turns, no skipping of learners.

v. Running is allowed, but no pushing or interference with other teams.

f. **Variations**

i. **Obstacle version:** Add cones to weave through.

ii. **Blindfold version:** The water carrier is blindfolded and guided by teammates.

iii. **Reverse relay:** After filling the cup, teams try to transfer water back to the source.

g. **Skills and Values Developed**

i. Teamwork and cooperation

ii. Motor coordination and balance

iii. Patience and turn-taking

iv. Strategic thinking (e.g., how to carry water efficiently)

v. Hydration and water conservation awareness (optional discussion point)

h. **Safety and Clean-Up**

i. Ensure the playing area is safe and free of sharp objects or slippery surfaces.

ii. Have towels or mops ready to clean spills.

iii. Encourage learners to wear non-slip shoes if possible.

3. **Picking Pebbles: Game Description and Procedure**

a. **Picking Pebbles:** This is a fast-paced, fine motor skills game in which learners race against time to pick up as many small items (like pebbles, beads, buttons, or bottle caps) as possible and transfer them to a container. It promotes dexterity, focus, coordination, and quick decision-making.

b. **Materials Needed**

i. Small objects (e.g., pebbles, marbles, beans, paper balls, seeds, bottle tops) about 50-100

ii. One container per learner (to drop into)

iii. Timer or stopwatch

iv. Flat surface (table or floor)

c. **Game Set-Up**

i. Shatter the pebbles or small objects at one end of the playing area.

ii. Provide each learner with an empty bowl or cup placed at a distance away (about 4 to 5 metres away).

iii. If using a table, place the empty bowl on the opposite side of where the objects are shattered.

d. **Game Procedure (Step-by-Step)**

Starting Position

i. Each learner stands or kneels behind the starting line where the pebbles are.

ii. On the teacher's signal (Ready, Go), players begin the race.

iii. learners must pick up one pebble at a time using only one hand and transfer it to the empty container at the finish spot (e.g., table edge or floor mark).

iv. They must walk or speed-walk to the drop point, deposit the pebble, return, and repeat.

Time Limit

i. The round continues for a fixed time (e.g., 30 seconds to 1 minute).

ii. When time is up, learners stop immediately and count how many pebbles they transferred successfully.

Winning

i. The learner with the highest number of pebbles collected in their bowl at the end of the round is the winner.

e. **Rules of the Game**

i. Learners must pick only one pebble at a time.

ii. No running unless the teacher allows it as a variation.

iii. Learners must use only one hand to pick and transfer the pebbles.

iv. Dropped pebbles must be left until the end (or a 5-second penalty can be imposed).

v. The pebble must land inside the bowl to count; dropped pebbles outside do not count.

f. **Variations**

i. Use chopsticks or tweezers for an extra challenge.

ii. Make it a team relay (learners take turns picking pebbles).

iii. Add an obstacle (e.g., step over a rope or crawl under a desk).

iv. Vary the size or shape of the objects for difficulty.

g. **Skills and Values Developed**

i. Fine motor skills and hand-eye coordination

ii. Speed and concentration

iii. Teamwork and fair play (in relays)

iv. Counting and data recording (math integration)

4. **Storytelling: Game Description and Procedure**

a. **Storytelling:** Storytelling is an engaging oral activity where participants share real-life experiences, folk tales, fictional stories, or imaginative narratives with others. It can be played as a fun recreational group activity or used as part of learning in a Physical Education.

b. **Materials Needed**

i. Chairs arranged in a semi-circle (optional)

ii. Talking stick or storytelling object (optional – used to signal the storyteller)

iii. Timer or stopwatch (optional)

iv. Story prompt cards (optional)

c. **How to Play: Step-by-Step Procedure**

Introduction to the Game

i. Explain to learners that storytelling is about creatively sharing stories aloud. Emphasise that there are no right or wrong stories, and all ideas are welcome.

ii. Let them know the story can be real, imagined, cultural, or humorous.

d. **Setting Up**

i. Have participants sit in a comfortable circle or semi-circle, which creates a relaxed and inclusive atmosphere.

ii. Choose who goes first – this could be random, by drawing lots, or a volunteer.

Starting the Storytelling

i. The first person stands or sits with a ‘story stick’ or other symbolic object to show it’s their turn to speak.

ii. The storyteller shares a story within a 2–3-minute limit (adjust as needed depending on age).

iii. Encourage expression through gestures, tone, and movement.

Taking Turns

i. After the first story, pass the storytelling object to the next person in the circle.

ii. Continue until everyone who wants to have had a turn.

e. **Optional Variations**

i. **Chain Storytelling**: One person starts a story, and others continue it one by one.

ii. **Theme-based Storytelling**: Give a theme (e.g., 'a lesson I learned', 'a magical adventure, 'my funniest day').

iii. **Prompt Cards:** Prepare slips with story prompts (e.g., 'Tell a story about a talking animal' or 'A time you got lost') to help learners who feel shy or stuck.

f. **Rules of the Game**

i. Only the person with the storytelling object (or the one chosen) may speak.

ii. Listeners must be respectful and quiet during others' turns.

iii. Stories should be appropriate for all listeners.

iv. No interrupting or correcting the storyteller.

v. Participation is encouraged but can be optional for shy learners.

g. **Skills and Values Developed**

i. **Listening skills:** Encourages full attention and active listening.

ii. **Imagination and creativity**: Promotes original thinking and fantasy creation.

iii. **Verbal expression:** Enhances vocabulary, voice projection, and storytelling techniques.

iv. **Cultural awareness:** Learners can share stories from their homes or traditions.

v. **Confidence and empathy:** Sharing builds confidence; listening promotes understanding.

h. **Closure**

After the storytelling session, lead a brief reflection, asking learners

- Which story did you enjoy the most and why?
- What did you learn from today's stories?
- How did telling or listening to stories make you feel?



Figure 17.3: *By the Fire Side, Storytelling by Maame Dokonor*

LEARNING TASKS

1. Engage in recreational activities.
2. Describe recreational activities participated in.
3. Describe how safety practices affect experiences during recreational activities.

PEDAGOGICAL EXEMPLARS

a. **Starter Activity: Follow the Leader - Recreational Remix**

Objective: This is to energise learners, activate their muscles, and introduce a playful atmosphere before starting the circuit stations.

Instructions

i. **Formation**: Learners form a single-file line behind the teacher or a leaner leader.

ii. **Movement:** The leader performs simple, fun movements that the others must copy.

iii. **For example:** Jogging on the spot, skipping, jumping jacks, dancing steps, walking on tiptoes, pretending to dribble a ball or row a boat.

iv. Every 30 seconds, change the leader to give different learners a chance to lead and express themselves.

v. **Wrap up:** After a few minutes, gather the learners, get them to take three deep breaths, and stretch lightly to prepare for the circuit activities.

b. **Main activity**

Game Based Learning and Collaborative Learning - Circuit Recreational Activity

i. This is a 40-minute, 8-station circuit recreational activity plan for learners. Each station focuses on either active or passive recreational engagement and lasts 4 minutes, with 30 seconds for rotation and reset.

Format: 8 stations, 4 minutes per station and 30 seconds transition time

Duration: 40 minutes total

ii. Organise the learners into eight mixed ability groups and assign each group to a station. Let the groups know they will be rotating clockwise

- **Station 1: Skipping Rope Challenge (Active)**

  Learners skip continuously for 30-second intervals with rest in between. They do forward skipping, backward skipping and side-to-side.

- **Skills to develop**: Cardiovascular fitness, coordination, rhythm.
- **Station 2: Storytelling Circle (Passive/Group)**

  One learner starts a story, and each member adds a line. Use theme cards (e.g., 'a magical forest, 'school day gone wrong).

- **Skills to develop**: Creativity, listening, verbal communication.
- **Station 3: Lime on Spoon Relay (Active or Group)**

  Learners balance a lime (or small ball) on a spoon and walk to a marked point and back.

  Rules: If lime drops, return to start.

- **Skills to develop**: Balance, focus, patience.
- **Station 4: Musical Chairs (Active or Group)**

  Move around chairs to music; sit quickly when music stops. Reduce a chair each round.

- **Skills to develop**: Agility, reaction time, social bonding.
- **Station 5: Pebble Pick-Up (Active or Individual)**

  Learners run to a pile of pebbles, pick one at a time, and run back to drop them into a bowl.

- **Skills to develop**: Speed, coordination, endurance.
- **Station 6: Arts and Crafts Corner (Passive or Individual)**

  Learners draw, colour, or make simple crafts (e.g., paper folding) and decorating a card with a theme (e.g., 'My Favourite Activity').

- **Skills to develop:** Creativity, fine motor skills, self-expression.
- **Station 7: Tug of War (Active or Group)**

  Learners are divided into equal groups to compete in pulling the rope.

- **Skills to develop:** Teamwork, strength, coordination.
- **Station 8: Read and Reflect Zone (Passive or Individual)**

  Learners choose from a selection of short reading materials (e.g., comics, short stories) and share a sentence or what they liked about the reading with their group mates.

- **Skills to develop:** Literacy, comprehension, relaxation.

Cool-Down Activity: Stretch and Reflect Circle

Gentle Stretching

- **Formation:** Learners form a circle, standing or sitting with enough space to stretch.

  Stretch Routine (hold each for 10 seconds)

  o Neck rolls - slow circular movements

- Shoulder rolls - forward and backward
- Arm stretches - across the body and overhead
- Side bends - reach over to each side
- Leg stretches - hamstring and quadriceps
- Ankle rolls and gentle toe touches

Encourage deep breathing: inhale through the nose, exhale through the mouth.

Reflective Wind-Down

- **Instructions**

  While seated or still standing in a circle, ask reflection prompts such as:

  - Which station did you enjoy the most and why?
  - How did the activities make your body feel?
  - What is one skill or lesson you learned during the circuit?
  - Did you learn something new about yourself or a classmate today?

    Invite learners to share briefly.

KEY ASSESSMENT: Class Exercise

Examine which activity station in your circuit recreational event was the most challenging.

a. Justify your choice with examples.

b. Suggest specific ways to make at least two of the other stations more challenging and interesting for future events.

Reflection

Participation in recreational activities involves actively engaging in leisure or voluntary activities during one's free time, primarily for enjoyment, relaxation, and personal fulfilment.

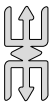
PLC Session 17

45 minutes	Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
   a. explain the week's concepts in a practical way that will make it easier for learners to understand
   b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
   a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.

b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)

c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app

   a. The key assessment for the week is ***class exercise***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the exercise (NTS 3k-3q).

10 minutes **Content Exploration**

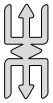
5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

   a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)

   b. all teachers in the group work through a similar problem individually for 3–4 minutes

   c. the group then works through the problem together step by step

   d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes **Enactment**

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).

   a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.

   b. After the enactment, ask for structured feedback from the group

      i. was the concept explained in a way that a learner with no prior knowledge could follow?

      ii. were the examples grounded in contexts familiar to Ghanaian learners?

      iii. did any misconceptions surface and if so, how were they addressed?

5 minutes	Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
    a. transfer your chats into your learning planner template.
    b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
    c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section 4: Part One Review

Over the two-week period, learners explored the concept and classification of recreational activities and had opportunities to actively participate in various types. In Week 16, the focus was on developing an understanding of recreational activities, distinguishing between active vs. passive, indoor vs. outdoor, and individual vs. group forms. Learners engaged in categorisation tasks, discussions, and group presentations to reinforce theoretical understanding.

In Week 17, learners participated in circuit-based recreational stations, experiencing a mix of activities such as dancing, skipping rope, storytelling, tug of war, painting, and lime-on-spoon. After each session, learners were guided to reflect on their physical, emotional, and social experiences through discussions.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 16

Table 1: Marking Scheme (20 marks)

Write a reflective essay (about 80 - 100 words) describing a time you participated in a recreational activity. Include; *The type of activity you engaged in* *Explain why you chose that activity type* *What you learned from the experience* *How it affected your physical or social well-being*	*2 marks for identification of the type of activity engage in.* *2 marks for reflection on learning experience* *2 marks for linking to well-being:* *Sample answer* *Last month, I joined a weekend hiking trip with friends. It was an active outdoor group activity. I learned how important teamwork and endurance are. Climbing together and encouraging each other made us feel united. After the hike, I felt physically stronger and mentally refreshed. Spending time in nature helped me relieve stress and bond with others.* *Hint: Accept other ideas*	*6 marks*
Design a classroom presentation idea that teaches your peers about the different categories of recreational activities. The presentation should include; *Explanation of each 4 categories of recreational activities.* *One example of each category* *Creative materials* *A short quiz to assess understanding*	*2 marks each for clear and accurate explanation of the 4 categories* *1 mark each for the examples.* *1 mark for creative and interactive teaching methods used* *1 mark for the quiz component included* *Answer Sample* *The presentation explains each type with examples:* *Active: Football* *Passive: Reading* *Indoor: Table tennis* *Group: Drama* *I will use flashcards, a short video clip, and a skit as my methods to carry out my presentation.* *At the end, I will give a 5-question quiz to test their understanding of my presentation.* *Hint: consider other applicable points raised by leaners.*	*14 marks*

WEEK 17

Table 2: Marking scheme (20 marks)

Examine which activity station in your circuit recreational event was the most challenging	*Identifying the most challenging station: Clearly stating one station that was most challenging. 2 marks* *Justification with examples: Explains in detail why it was challenging, using specific examples (e.g., physical effort, learner reactions). 6 marks* *Improvement suggestion 1: Suggests a clear way to make one station more challenging and interesting. 4 marks* *Improvement suggestion 2: Suggests a second improvement with reasoning. 4 marks* *Clarity and structure: Logical flow, coherence, and completeness of the answer. 4 marks* *Sample Answer* *Most Challenging Station* *The most challenging station in our circuit was the Skipping Rope activity. It required high levels of stamina, coordination, and timing, particularly when we had to do it continuously for one minute. Some learners struggled to maintain rhythm and got tired quickly. Others were not confident in their ability to skip, which affected their participation and motivation.* *Suggestions to Make Other Stations More Challenging and Interesting* *Arts and Crafts Station:* *Current format: Learners freely coloured and made paper crafts.* *Improvement: Introduce a timed craft challenge where we must create a themed artwork (e.g. 'What health means to me') in 10 minutes and a creativity and presentation component.* *Storytelling Station:* *Current format: One person tells a story while others listen.* *Improvement: Introduce a group storytelling game where each participant contributes one line to build a story. This would increase engagement, creativity, and participation while also building communication skills.* *These improvements will make the stations more engaging by adding elements of competition, time management, and group creativity.* *Hint: Accept other views from learners*	*20 marks*

SECTION 10: HEALTH AND WELLNESS – PART FOUR

STRAND: PHYSICAL ACTIVITY AND HEALTH

Sub-Strand: Health and Wellness

Learning Outcome: *Explain the concept of rehabilitation*

Content Standard: *Demonstrate knowledge and understanding of rehabilitation as a way of gaining functionality after recovering from injuries.*

INTRODUCTION AND SECTION SUMMARY

Rehabilitation is a vital aspect of health and well-being that focuses on helping individuals restore their physical, mental, or social abilities after illness, injury, or addiction. It includes a wide range of services and interventions designed to assist people in regaining independence and improving their quality of life. In physical education and health, understanding the concept and types of rehabilitation equips learners with the knowledge to support recovery processes and promote inclusive participation for all.

In this section, learners will explore the concept of rehabilitation as a process aimed at restoring lost function and promoting overall recovery. They will examine the different types of rehabilitation, which are physical rehabilitation (e.g., physiotherapy for injuries), occupational rehabilitation (e.g., retraining for work-related tasks), speech and language rehabilitation, and substance abuse rehabilitation (e.g., therapy for drug or alcohol dependence).

Learners will also discuss the importance of rehabilitation in helping individuals become productive members of society again and reducing the risk of long-term disability. **Real-life examples and case studies** will be used to illustrate how rehabilitation improves health outcomes. By the end of the section, learners will be able to differentiate between the **types,** understand **their purpose**, and appreciate **the role of healthcare and community support** in successful rehabilitation.

The section spans weeks 18 to 20

Week 18: Discuss the concept and types of rehabilitation

Week 19: Discuss Principles, factors affecting and hindrances to rehabilitation.

Week 20: Discuss the avenues available for rehabilitation.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Effective teaching of rehabilitation concepts in Physical and Health Education requires the use of practical, learner-centred, and reflective approaches. The following pedagogical exemplars summarise best practices for engaging learners in understanding rehabilitation.

Case-Based Learning: Where learners will be presented with cases of a learner-athlete or professional athletes who sustained injuries during their performances and are undergoing rehabilitation. This will help learners analyse stages of recovery, understand treatment goals, and appreciate the role of healthcare professionals and will connect theoretical knowledge with real-life application and develop empathy.

Group Discussion and Brainstorming: Here learners will be grouped to discuss the various types of injuries (e.g., muscle strain, fractures) and propose suitable rehabilitation methods. This will help learners identify appropriate rehabilitation exercises and safety precautions.

Visual Aids and Infographics: This is using charts, diagrams, and videos to show stages of rehabilitation and the healing process to enhance visual learning and simplifies complex processes. This will aid learners to better recall and explain rehabilitation stages.

ASSESSMENT SUMMARY

Tasks for assessment should be assigned to cover the meaning of rehabilitation, its types, its importance in regaining functionality after injury, types of injuries, and appropriate rehabilitation strategies, principles, factors and hindrances affecting rehabilitation and avenues for rehabilitation. These tasks can be executed through group discussions, written reflections, case studies, and presentations. Different formats of responses should be accepted to allow learners express themselves within their abilities. Marking schemes should be developed to use when marking learners work.

Assessment Summary Table: 10

Weeks	Indicators	DoK Level	Assessment Strategy and Mode
18	Discuss the concept and types of rehabilitation	Level 2	Practice Paper 2 Individual class exercise
19	Discuss Principles, factors affecting and hindrances to rehabilitation	Level 3	Group class exercise
20	Discuss the avenues available for rehabilitation.	Level 3	Individual class exercise

WEEK 18

Learning Indicator: *Discuss the concept and types of rehabilitation*

FOCAL AREA: CONCEPT OF REHABILITATION

REHABILITATION



Figure 18.1: *A man undergoing rehabilitation*

What is Rehabilitation

Rehabilitation is the process of helping individuals restore their physical, mental, and emotional abilities after an illness, injury, or surgery. It aims to regain lost functions, improve quality of life, and support a return to daily activities through structured therapy, exercise, and medical care.

Rehabilitation includes different types of treatments and support services like physical therapy, occupational therapy, speech therapy, counselling, and medical care, depending on what each person needs. It can also involve learning how to take care of oneself, use walking aids (like crutches or wheelchairs), and avoid future injuries. A team of health professionals, such as doctors, nurses, physiotherapists, and social workers usually work together to create a care plan that fits the person's situation.

Rehabilitation can happen in hospitals, clinics, special centres, or even at home. In the end, rehabilitation is not just about healing but a process that helps people regain their independence, live respectfully, and take part in everyday life with confidence.

1. **Importance and Purpose of Rehabilitation**
    a. **Restores Function and Independence or Helps People Get Better:** Rehabilitation plays an important role in helping individuals regain abilities that were reduced due to injury, illness, surgery, or disability. Through targeted therapies such as physiotherapy, occupational therapy, or speech therapy, people can relearn skills like walking, dressing, speaking, or eating. This empowers them to meaningfully do things independently at home, school, or work and reduces their dependence on others.
    b. **Improves Quality of Life or Makes Life Better:** When people recover their physical abilities and learn how to manage their condition, they experience less pain, stress, and discomfort. Rehabilitation can help them return to activities they enjoy, maintain relationships, and feel more confident in their capabilities. This contributes to emotional well-being and a better overall life experience.

c. **Promotes Recovery and Healing or Helps the Body Heal Faster:** Rehabilitation supports the natural healing process. Rehabilitation uses special exercises and treatments to help the body heal. It helps people feel better quickly and avoid more problems. Techniques such as muscle strengthening, joint mobilisation, mental health counselling, and cognitive exercises are used to help the person to speed up recovery after surgery, strokes, fractures, or mental health crises. For example, early physical therapy after surgery can reduce stiffness and muscle wasting.

d. **Prevents Complications and Relapse or Stops Problems from Getting Worse**: Rehabilitation teaches individuals how to care for their condition and avoid behaviours or situations that might worsen their health. For instance, people recovering from a stroke may learn exercises to improve balance and prevent falls. Those recovering from substance misuse may receive counselling and support groups to reduce the chance of relapse or going back to their old behaviour that led to the addiction.

e. **Supports Mental and Emotional Well-being:** Adjusting to a new physical condition or trauma can be emotionally challenging. Rehabilitation offers psychological counselling and emotional support to help individuals accept changes, manage stress, build resilience, and regain self-esteem. It also provides coping strategies for dealing with anxiety, depression, or trauma.

f. **Enhances Participation in Society or Helps People Join Everyday Activities Again**: Rehabilitation enables people to return to their daily routines, such as education, employment, family life, and community involvement. It helps remove physical and psychological barriers, ensuring people can live meaningful and productive lives, even after major health challenges or disabilities.

g. **Reduces Long-term Healthcare Costs or Saves Money Over Time**: By preventing future health problems and hospital re-admissions, rehabilitation saves money for individuals, families, and healthcare systems. Teaching self-care techniques, proper use of assistive devices, and healthy lifestyle habits reduces the need for continuous medical attention.

2. **Causes or conditions that require rehabilitation**

Rehabilitation is needed when someone has a health problem or condition that affects how their body or mind works. These conditions may be sudden or long-term and can affect a person's ability to move, think, communicate, or do everyday activities. Some common causes or conditions that require rehabilitation are:

a. **Injuries:** People who have been hurt in accidents or during physical activities may need rehabilitation after healing to regain the use of the affected parts. Examples include:

   i. Broken bones (fractures)

   ii. Sprains or torn ligaments

   iii. Burns

   iv. Spinal cord injuries

   v. Brain injuries

   vi. Post-surgical recovery (e.g., knee or shoulder surgeries)

b. **Stroke:** A stroke happens when the blood flow to the brain is cut off which causes damage to the body. This can affect a person's ability to walk, talk, or use their hands. Rehabilitation helps stroke patients regain lost abilities and learn new ways to do things.

c. **Surgeries:** After certain surgeries, especially on the bones, joints, or muscles, people may need post recovery rehab to get back their strength and movement. Common surgeries include:
   i. Joint replacements (e.g., hip or knee)
   ii. Back or spine surgery
   iii. Heart surgery

d. **Chronic diseases:** These are long-term illnesses that can slowly affect the body over time. People with these diseases may lose strength or ability to do certain tasks. Examples include:
   i. Diabetes
   ii. Arthritis
   iii. Heart disease
   iv. Lung diseases (e.g., asthma, COPD)

e. **Neurological conditions:** These affect the brain, nerves, or muscles, and can make movement, speech, or thinking difficult. Examples include:
   i. Parkinson's disease
   ii. Multiple sclerosis (MS)
   iii. Cerebral palsy
   iv. Epilepsy

f. **Mental health conditions:** Rehabilitation can also support people with mental or emotional challenges to improve their daily functioning. Examples include:
   i. Depression
   ii. Anxiety
   iii. Substance use disorder (e.g., alcohol or drug addiction)

g. **Amputations**: People who have lost a limb may need rehabilitation to learn how to move again, use artificial limbs (prosthetics), and adjust to new ways of living.

h. **Hearing or vision loss:** Rehabilitation can help people with hearing or vision impairments learn how to communicate, use assistive devices, and stay independent.

3. **Types of rehabilitation**

Rehabilitation can take many forms, depending on the person's health condition and what part of the body or mind needs support. The main types of rehabilitation are:

a. **Physical rehabilitation (Physiotherapy):** This helps people regain movement, strength, and balance after injuries, surgeries, or illnesses. Physical rehabilitation in sports and physical education refers to the systematic process of helping injured athletes or learners regain their physical abilities and return to active participation in sports or physical activity. It focuses on restoring strength, flexibility, endurance, coordination, and functional movement.
   i. **Purpose in PE and sports and other health conditions**
      - To restore physical function after injury or surgery.
      - To prevent further injury by correcting movement patterns or muscle imbalances.
      - To enhance performance through targeted rehabilitation exercises.
      - To build confidence and mental readiness to return to sports or physical activity.

Examples in practice

- A football player rehabbing a knee injury through controlled squats and leg presses before re-joining the team.
- A PE learner with a shoulder injury performing resistance band exercises and shoulder stabilisation before doing overhead movements again.
- A volleyball player recovering from an ankle sprain by progressing from balance board exercises to jumping drills.
- A person regaining leg strength after a car accident.
- A stroke patient learning to walk again.



Figure 18.2: *An Athlete Undergoing Physical Rehabilitation*

b. **Occupational Rehabilitation (Occupational Therapy):** This type of rehabilitation helps individuals perform daily tasks (occupations) and return to their usual roles at home, school, or work. It also involves adapting the environment and using assistive devices.

i. **Key Components**

- Fine motor skill training
- Home safety adaptations
- Energy conservation techniques

Examples include

- A learner who broke an arm is helped to write, carry items, and dress again.
- An athlete recovering from a concussion is gradually helped to think clearly and follow routines.
- A learner who had surgery is supported to return to PE classes by learning how to move safely.
- Teaching a person how to use adaptive cutlery after hand surgery.
- Supporting an individual with arthritis to dress independently.

c. **Speech and Language Rehabilitation.** This is a type of therapy that helps individuals improve their ability to communicate effectively and understand language. It also helps those who have difficulty speaking, swallowing, or expressing themselves due to injury, illness, or developmental issues.

   i. **Key Components**

   - Speech articulation exercises
   - Language comprehension activities
   - Swallowing therapy
   - Voice therapy

   Examples include

   - A learner who had a head injury and now finds it hard to speak clearly gets help to communicate with the team again.
   - A learner who stammers is supported to give instructions during games confidently.
   - A learner recovering from a stroke is helped to follow PE instructions and express when they feel tired or in pain.

d. **Cognitive Rehabilitation:** Cognitive rehabilitation is a type of therapy that helps individuals recover or improve their thinking and mental abilities after an injury, illness, or condition that affects the brain. These mental abilities include memory, attention, problem-solving, planning, reasoning, and understanding.

   i. **Key Components**

   - Memory training strategies
   - Task planning and organisation
   - Computer-based brain exercises

   Examples include

   - A learner who has difficulty following game rules is supported with visual aids and simple instructions.
   - A learner recovering from a concussion receives help remembering sequences of movement or drills.
   - PE teachers adjusting tasks to allow more processing time and support during team sports.

e. **Psychosocial or Mental Health Rehabilitation**: Psychosocial or mental health rehabilitation is a process that helps individuals with mental or emotional challenges (such as depression, anxiety, trauma, or other psychiatric conditions) to recover, cope effectively, and function well in daily life such as school, relationships, work, and recreation.

   i. **Key Components**

   - Counselling and psychotherapy
   - Life skills training
   - Social integration activities
   - Substance abuse recovery support

Examples include

- A learner who has returned to school after struggling with depression is gradually encouraged to participate in team games to build confidence.
- PE teachers use non-competitive activities to reduce anxiety.
- Coaches giving emotional support and encouragement to a learner returning to school after substance rehab.

4. **Key professionals involved in rehabilitation**

The main professionals involved in rehabilitation, especially in the context of physical education, health, and sports are:

a. **Physiotherapist (Physical Therapist)**
   i. Helps people regain movement, strength, and function after injury or surgery.
   ii. Common in sports settings for treating sprains, fractures, and muscle injuries.

b. **Occupational Therapist**
   i. Assists individuals in relearning or adapting to perform everyday tasks, like dressing, writing, or using sports equipment after injury or disability.
   ii. Helps with returning to school or physical activity after injury.

c. **Speech and Language Therapist**
   i. Supports individuals who have difficulty speaking, swallowing, or understanding language after injury or illness (e.g., stroke or head injury).
   ii. Important for learners who need help with communication in sports and classroom settings.

d. **Psychologist or Mental Health Counsellor**
   i. Provides emotional and psychological support.
   ii. Helps individuals cope with stress, anxiety, or trauma related to injury, illness, or performance pressure.

e. **Rehabilitation Nurse**
   i. Delivers ongoing care and education to support the recovery process.
   ii. Monitors health conditions and coordinates care between different rehabilitation professionals.

f. **Medical Doctor (e.g., Sports Physician or General Practitioner)**
   i. Diagnoses the condition or injury.
   ii. Refers patients to other specialists and monitors medical progress during rehabilitation.

g. **Social Worker**
   i. Assists individuals and families with resources, emotional support, and planning.
   ii. Helps reintegrate learners back into school, sports, and community activities.

h. **Nutritionist or dietitian**
   i. Provides guidance on healthy eating to support healing and recovery.
   ii. Especially useful for athletes or learners recovering from injury, surgery, or illness.

i. **Special Education teacher or learning support coordinator**

   i. Works with learners who have long-term physical or cognitive challenges to help them participate fully in school and PE activities.

j. **Coaches and physical education teachers**

   i. Play a supportive role by adapting physical activities and encouraging safe participation.

   ii. Help learners rebuild confidence and skill as part of their recovery.

LEARNING TASKS

1. Explain rehabilitation.
2. Discuss the importance and purpose of rehabilitation in restoring functionality after injury or illness.
3. Describe the types of rehabilitation and their examples.
4. Discuss the main professionals involved in rehabilitation

PEDAGOGICAL EXEMPLARS

b. **Starter Activity**

Instructions:

   i. Write the word 'Rehabilitation' in a large circle in the centre of the markerboard, blackboard or flipchart.

   ii. Ask learners to call out or write words, phrases, or ideas come to their mind when they hear the word rehabilitation. Encourage a variety of responses and let learners no there is no wrong answer yet. Examples of words, ideas and phrases may include Pain, recovery, addiction, care, injury, therapy, hospital, drugs, exercise, counselling, walking, healing support, mental health, etc.

   iii. As learners respond, draw lines out from the word Rehabilitation and write their words in connected web format on the board. Example

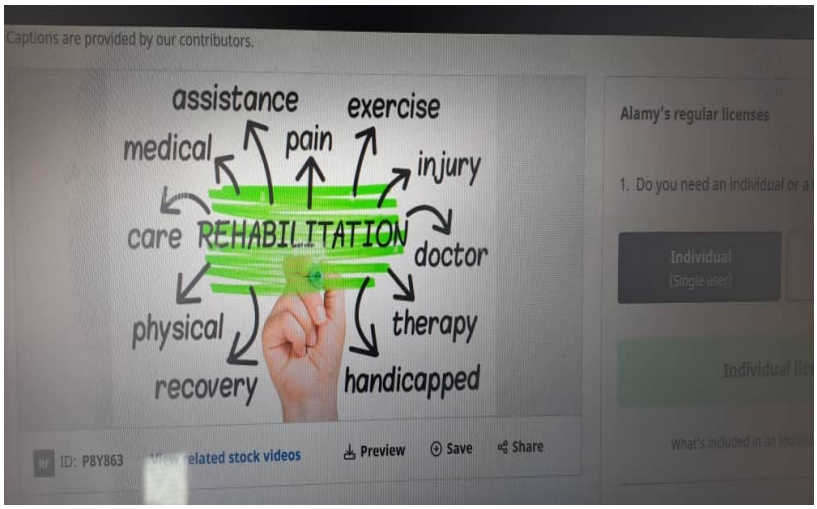


Figure 18.3: *Words Associated with Rehabilitation*

After their suggested responses, group related terms using colour or shape (e.g., medical, physical, psychological, social aspects). Briefly highlight or connect key clusters and tell learners and these are all important parts of rehabilitation, which is a process that helps people recover and regain function after an illness, injury, or challenge. Today, we will be learning what rehabilitation really means, and why it is important.

b. **Main Activity**

Collaborative Learning, Digital Based Learning, Talk for Learning

i. Group learners into mixed-ability teams to promote diverse skill sets, knowledge sharing, and active participation. Consider both ability levels and interpersonal dynamics when forming the groups. Write the sub-topics on the board and either assign them or allow groups to select based on their interests. Support each group in researching their assigned topic and developing a digital presentation using PowerPoint or any other appropriate format. For instance:

Group A: Meaning, importance and purpose of rehabilitation

Group B: Causes or conditions that require rehabilitation

Group C: Types of rehabilitation

Group D: Key professionals in rehabilitation

ii. Guide groups on how to research, paraphrase information, and cite sources accurately. Move among the group to offer support and clarify misunderstandings, and monitor progress, time and encourage pace. Ensure every group member participates by using prompting questions such as:

- What part are you working on?
- Can someone explain what you have found so far?
- How are you putting this information into your own words?
- Has everyone in the group had a chance to share their thoughts?

iii. Encourage learners to put together what they have found and structure it for their presentation. Invite each group to present their findings in 3 - 5 minutes. Set expectations for presentation protocol (eye contact, clarity and timing) and manage the order of presentations. Encourage respectful listening and peer encouragement. Provide gentle cues or redirection if learners go off-topic or miscommunicate information. Record observations for formative assessment.

iv. Guide learners to organise and structure their findings in preparation for their presentations. Allocate 3 - 5 minutes per group to share their findings. Set clear expectations for the presentation protocol, such as presenters maintaining eye contact with audience, speaking clearly, and keeping to time and manage the sequence of presentations. Encourage active and respectful listening, as well as positive peer support throughout. Provide gentle prompts or redirection if groups go off-topic or convey inaccurate information. Record key observations to inform formative assessment.

v. After all presentations, prompt learners to reflect on what they have learned and offer constructive feedback to their peers. Facilitate a brief debriefing session, giving verbal feedback that highlights both strengths and areas needing improvement. Add in to reinforce core ideas or add any important points learners may have missed to ensure deeper understanding.

KEY ASSESSMENT: Practice Exercise 2

1. Explain the difference between physical rehabilitation and drug rehabilitation, giving one example of each.
2. Classify the following rehabilitation needs into correct types: Stroke recovery, drug addiction, anxiety disorder, broken leg.
3. Explain two reasons why rehabilitation is important for individuals recovering from serious illness or injury.
4. A young man is recovering from a car accident that left him with a spinal injury. He is also experiencing emotional trauma. Identify three professionals who should be involved in his rehabilitation and justify the role of each.

HINT



*Conduct **Practice Paper 2**. It should cover contents taught from Year 1 to 3. Refer to the **Table of Specification and Structure of the Paper** at the end of this section. Learners' papers should be marked immediately and scores entered into the SAP.*

Reflection

Rehabilitation is the process of helping someone recover and regain their strength, skills, or abilities after an illness, injury, or condition so they can live as independently and fully as possible.

Table 3: Table of specification for items construction

SN	Indicator	Types of Questions	Dok Levels				Total
			1	2	3	4	
1	Apply basic skills in performing individual and team sports (e.g., pickleball – Service and reception in pickleball).	Multiple Choice	–	1	1	–	2
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
2	Apply basic skills in performing individual and team sports (e. g., pickleball – Forehand and backhand strokes in pickleball).	Multiple Choice	–	1	1	–	2
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
3	Apply basic skills in performing individual and team sports (e. g., pickleball – footwork and movement on the court in pickleball).	Multiple Choice	–	1	1	–	2
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
4	Apply the skills acquired from the previous lessons in a game situation.	Multiple Choice	1	–	1	–	2
		Essay	–	–	–	–	
		Practical	–	–	1	–	1

5	Discuss the concept of the human skin, its care and grooming.	Multiple Choice	–	1	1	–	2
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
6	Discuss ICT negative practices and their health implications.	Multiple Choice		1	1	–	2
		Essay	–	–	1	–	1
		Practical	–	–	–	–	–
7	Identify the basic skills in performing chaskele.	Multiple Choice	–	1	–	–	1
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
8	Apply basic skills in performing individual and team sports (e.g., tennis – introduction to tennis).	Multiple Choice	1	–	–	–	1
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
9	Apply basic skills in performing individual and team sports (e. g., tennis - forehand and backhand strokes in tennis).	Multiple Choice	1	1	1	–	3
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
10	Apply the skills acquired from the previous lessons in a game situation.	Multiple Choice	1	1	–	–	2
		Essay	–	–	–	–	–
		Practical	–	–	1	–	1
11	Discuss the concept of sports injuries and how they manifest.	Multiple Choice	1	1		–	2
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
12	Discuss and practice preventive measures relating to sports injuries.	Multiple Choice	–	2	–	–	2
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
13	Identify the basic skills in performing Tumatu (hopscotch) and ampe.	Multiple Choice	–	1	–	–	1
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
14	Discuss substance use, its causes and risk factors.	Multiple Choice	1	2	–	–	3
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
15	Discuss the consequences of substance use	Multiple Choice	–	1	1	–	2
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–

16	Discuss the different types of recreational activities in Physical Education.	Multiple Choice	–	1	–	–	1
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
17	Participate in a variety of recreational activities and reflect on experiences.	Multiple Choice	–	1	1	–	2
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
18	Discuss the concept and types of rehabilitation	Multiple Choice	1	1	–	–	2
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
19	Discuss Principles, factors affecting and hindrances to rehabilitation	Multiple Choice	1	1	–	–	2
		Essay	–	–	1	–	1
		Practical	–	–	–	–	–
20	Discuss the avenues available for rehabilitation.	Multiple Choice	–	1	–	–	1
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
21	Explain the benefits of engaging in recreational activities.	Multiple Choice	1	–	–	–	1
		Essay	–	–	–	–	–
		Practical	–	–	–	–	–
22	Create a personal plan to guide regular participation in recreational activities	Multiple Choice	1	–	1	–	2
		Essay	–	–	1	–	1
		Practical	–	–	–	–	–
			25%	50%	25%	0%	100%
TOTAL NO. ITEMS		(MCQs)	10	20	10	0	40
TOTAL NO. ITEMS		(Essay)	–	–	3	0	3
TOTAL NO. ITEMS		(Practical)	0	–	2	0	2

PLC Session 18

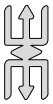
45 minutes | **Planning & Reviewing the Learning Plan**

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
   a. explain the week's concepts in a practical way that will make it easier for learners to understand.
   b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to

a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.

b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).

c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP).

   a. The key assessment for the week is ***Practice Paper 2***. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the practice paper (NTS 3k-3q).

10 minutes **Content Exploration**

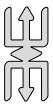
5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

   a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)

   b. all teachers in the group work through the problem individually for 3–4 minutes

   c. the group then works through it together the problem, step by step

   d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes **Enactment**

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).

   a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.

   b. After the enactment, ask for structured feedback from the group

      i. was the concept explained in a way that a learner with no prior knowledge could follow?

ii. were the examples grounded in contexts familiar to Ghanaian learners?

iii. did any misconceptions surface and if so, how were they addressed?

5 minutes	Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
   a. transfer your chats into your learning planner template.
   b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
   c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 19

Learning Indicator: *Discuss Principles, factors affecting and hindrances to rehabilitation*

FOCAL AREA: PRINCIPLES, FACTORS AND HINDRANCES TO REHABILITATION

PRINCIPLES, FACTORS AND HINDRANCES TO REHABILITATION

What are the principles of rehabilitation?

The principles of rehabilitation are the basic guidelines or rules that guide how rehabilitation should be planned and carried out to ensure it is effective, safe, and tailored to the needs of everyone. These principles guide professionals to ensure that recovery focuses on the individual's unique needs, treatment follows clear goals, and care remains consistent and well-organised. The approach also considers the whole person, addressing not just physical recovery, but also emotional, mental, and social well-being. In simple terms, principles of rehabilitation are the foundation rules that ensure the recovery process is done correctly, respectfully, and effectively to help people regain their health, function, and independence.

1. **Principles of Rehabilitation**
    i. **Individualised treatment:** Tailoring care to each person's needs.
    ii. **Goal-oriented approach:** Setting short- and long-term recovery goals.
    iii. **Continuity of care:** Ensuring consistent support throughout the process.
    iv. **Team-based care:** Involving various health professionals in a coordinated plan.
    v. **Holistic approach:** Addressing physical, emotional, mental, and social aspects.
    vi. **Early intervention:** Starting rehabilitation as soon as possible after diagnosis or injury.
    vii. **Patient participation and motivation:** Encouraging active involvement in their recovery.
2. **Stages of Rehabilitation**
    a. **Assessment and Planning Stage:** The health professional checks the person's condition to understand their strengths, challenges, and what they want to achieve. Based on this, a special plan is created. This plan includes what type of help or therapy the person will need, what results are expected, and how long it might take.
    b. **Early Intervention or Initial Treatment Stage:** This stage starts soon after the illness or injury, sometimes while the person is still in hospital. The aim is to begin recovery quickly, reduce pain, and stop the condition from getting worse. Basic movements, pain relief, and education about the condition may begin here.
    c. **Active Rehabilitation Stage:** This is the main part of rehabilitation where the person takes part in activities and therapies to get stronger and more independent. It may include exercises, learning new skills, speech training, or counselling. The person's progress is checked regularly, and the plan is updated as needed.
    d. **Maintenance and Support Stage:** At this stage, the focus is on helping the person keep the progress they have made and avoid getting worse again. It may include continuing therapy,

healthy habits, using helpful devices, and joining in community life. Support and check-ups may continue.

e. **Discharge and Reintegration Stage:** The person finishes full-time rehabilitation and starts returning to normal life, like going back home, to school, or to work. They may get help with job training, support from groups, or care at home to adjust well and stay healthy.



Figure 19.1: *A Drug Addict before Rehabilitation*



Figure 19.2: *The Drug Addict after Rehabilitation*

3. **Factors affecting rehabilitation**

Factors affecting rehabilitation refer to the conditions, characteristics, or influences that can either support or slow down a person's recovery process. These factors can be positive (helpful) or negative (challenging), but they do not always prevent rehabilitation, they simply affect how easy or hard the process might be. These factors may include:

i. **Type and severity of condition or injury:** The nature of the condition, whether it is physical (like a broken bone), mental (like depression), or both, and how severe it is, can influence how long and how intensive the rehabilitation will be. A minor injury may need a short rehabilitation period while a severe stroke may require long-term rehabilitation with multiple specialists.

ii. **Age and general health of the individual**: Younger people and those in good health usually recover faster than older adults or those with chronic illnesses. Elderly individuals or people with other medical issues (like diabetes or heart disease) may take longer to recover. Good nutrition, fitness, and immunity also help speed up recovery.

iii. **Availability of skilled professionals and services:** Having access to trained and experienced professionals (like physiotherapists, psychologists, and occupational therapists) ensures that the person receives proper care. Lack of professionals or poor-quality services can delay or reduce the effectiveness of rehabilitation.

iv. **Support from family and community:** Emotional, physical, and practical support from family and friends can help keep the person motivated and engaged in their recovery. A strong support system can encourage people to attend sessions, follow therapy plans, and stay hopeful.

v. **Socioeconomic Status (e.g. Affordability, Insurance):** People with limited financial resources may struggle to pay for rehabilitation services, equipment, or transport. Having insurance or government support can make rehabilitation more accessible and consistent.

vi. **Access to rehabilitation facilities and transport:** If rehabilitation centres are far away, difficult to reach, or poorly equipped, it becomes hard for patients to attend regularly. Easy access to facilities and reliable transport increases the chances of successful rehabilitation.

vii. **Psychological readiness and attitude towards recovery:** A person's mindset, motivation, and willingness to participate in the rehabilitation process matter greatly. Those who are positive, motivated, and ready to change often progress faster than those who are discouraged or unwilling to cooperate.

4. **Hindrances to Rehabilitation**

Hindrances to rehabilitation are the obstacles, barriers, or problems that block, delay, or reduce the success of the rehabilitation process. Hindrances are mostly negative influences that interfere with or limit a person's ability to recover fully. These barriers include:

i. **Lack of access to rehabilitation services:** This is when people are unable to reach or use rehabilitation centres or support due to reasons like long distances, lack of transport, or absence of services in their area.

ii. **Financial difficulties:** Rehabilitation can be expensive. People may struggle to afford therapy sessions, medications, equipment, or even transport to the facility, leading to incomplete recovery.

iii. **Lack of motivation or poor adherence to treatment**: Some individuals may lose interest, feel discouraged, or fail to follow the treatment plan (e.g. skipping exercises or appointments), which slows or stops progress.

iv. **Stigma or discrimination:** People with disabilities, addictions, or mental health conditions may face judgement or rejection from others. This can make them hide their condition or avoid seeking help, which prevents proper rehabilitation.

v. **Shortage of trained professionals:** There may not be enough qualified doctors, therapists, or counsellors available. This leads to long waiting times or poor-quality care, affecting recovery.

vi. **Delayed or lack of access to rehabilitation services**: If rehabilitation does not start early or if access is completely unavailable, a person's condition may worsen, and recovery becomes more difficult or slower.

vii. **Poor adherence to rehabilitation plans (e.g. skipping therapy):** When individuals do not follow the prescribed plan, such as missing sessions or ignoring instructions, it can reduce the effectiveness of treatment and delay recovery.

viii. **Limited financial resources or lack of insurance**: Without money or health insurance, individuals may not afford regular sessions, specialised care, or medications, forcing them to stop treatment prematurely.

ix. **Stigma associated with disability, addiction, or mental health**: Negative beliefs about these conditions may cause individuals to feel ashamed or fear rejection, leading them to avoid seeking rehabilitation or participating fully.

x. **Language or cultural barriers**: If patients and professionals do not speak the same language or understand each other's cultural beliefs, it may cause miscommunication, reducing the quality of care.

xi. **Lack of awareness about the importance of rehabilitation:** Some people may not understand the benefits of rehabilitation or think it is unnecessary, so they may refuse to take part, delay treatment, or drop out early.

5. **Ways to overcome the barriers to rehabilitation**

a. **Lack of Access to Rehabilitation Services**

Ways to Overcome

i. Increase the number of rehabilitation centres, especially in rural areas.

ii. Use mobile rehabilitation teams or tele-rehabilitation (online services).

iii. Partner with community health workers to provide basic rehabilitation support.

b. **High cost of treatment or lack of insurance**

Ways to overcome

i. Provide government subsidies or social health insurance.

ii. Include rehabilitation services in national health coverage.

iii. Offer community-based and low-cost services.

iv. Encourage NGOs and charities to support patients financially.

c. **Shortage of skilled professionals**

Ways to overcome

i. Train more rehabilitation professionals (physiotherapists, occupational therapists, etc.).

ii. Provide ongoing professional development.

iii. Offer incentives to professionals to work in under-served areas.

iv. Integrate rehabilitation training into general healthcare education.

d. **Low motivation or poor adherence to therapy**

Ways to overcome

i. Set realistic and personalised goals with the patient.

ii. Offer counselling and mental health support.

iii. Involve the patient's family and community to provide encouragement.

iv. Celebrate small improvements to build confidence.

e. **Stigma or discrimination**

Ways to overcome

i. Educate the public to reduce stigma around disability, mental illness, or addiction.

ii. Promote inclusive policies and positive role models.

iii. Train staff on cultural sensitivity and anti-discrimination practices.

f. **Poor transportation or inconvenient locations**

Ways to overcome

i. Provide transportation services or transport vouchers.

ii. Offer home-based rehabilitation.

iii. Build rehabilitation units within existing health facilities.

g. **Language or cultural differences**

Ways to overcome

i. Use interpreters and culturally appropriate materials.

ii. Employ rehabilitation professionals from diverse backgrounds.

iii. Respect and incorporate cultural beliefs into care planning.

LEARNING TASKS

1. Explain the principles of rehabilitation.
2. Discuss the stages of rehabilitation.
3. Discuss how they guide the recovery process.
4. Discuss factors that affect the outcome of rehabilitation.
5. Explain hindrances/barriers to rehabilitation.

PEDAGOGICAL EXEMPLARS

a. **Starter Activity – 'Rehab Relay'**

i. Review the previous topic with learners through a group activity called 'Rehab Relay'

Instructions

ii. Divide learners into small groups and ask each group to nominate a writer or scribe. Display the following prompt on the board:

In 3 minutes, write down as many key points as you can recall about:

- What rehabilitation is.
- The types of rehabilitation.
- The importance and purpose of rehabilitation.
- Causes or conditions that require rehabilitation.
- Key professionals involved in rehabilitation.

iii. Once time is up, invite each group to read out their list. After their presentations, clarify, add to, or correct the responses as needed to reinforce key concepts such as the definition of rehabilitation in simple terms, different types of rehabilitation, the importance and purpose of rehabilitation, common causes or conditions that require rehabilitation and the key professionals involved in rehabilitation briefly.

iv. Praise the learners by saying, well done, everyone. You have remembered some important facts about rehabilitation. Now that we have refreshed our minds on what rehabilitation is, the types and importance, as well as the professionals involved, let' u move a step further. Today, we are going to explore three new aspects. These are the principles that guide effective rehabilitation, the factors that influence its success, and the challenges or hindrances that can prevent a person from fully recovering.

b. **Main Activity**

Digital-based learning, Collaborative learning and Group-based learning

i. Arrange learners into small, mixed-ability groups based on digital literacy. Encourage collaboration by pairing less digitally confident learners with peers who are more comfortable using tablets or laptops. Provide each group with clear guidelines on the research tasks. Ask them to use their devices to search for information on the following:

- The meaning of principles of rehabilitation.
- The key principles and with a definition of each.
- Stages of rehabilitation.
- Factors that affect rehabilitation.
- Hindrances or barriers to rehabilitation and,
- Strategies to overcome these hindrances/barriers.

ii. Move among groups to assist by helping them narrow their search to ensure they stay on task and understand what kind of information is relevant. Take care of the various backgrounds and abilities of learners by allowing them to engage in tasks at their own pace, offering differentiated instruction and providing multiple ways to demonstrate their understanding.

iii. Invite groups to present their findings using any of the following formats (PowerPoint, flip charts or posters, concept maps or diagrams, notes from their jotters or notebooks. Ensure leadership roles during presentations are shared, involving both boys and girls where appropriate. Commend learners' efforts and provide further explanation. Summarise the key points from the activity and ask follow-up questions to check for understanding and reinforce learning.

KEY ASSESSMENT: Group Class Exercise

1. Using a real or imagined case of someone recovering from a stroke, explain how three principles of rehabilitation would apply in the person's recovery process.
2. Compare and contrast two different stages of rehabilitation and explain how the needs of the individual might differ between the two stages.
3. Analyse how two factors can positively or negatively influence the success of a rehabilitation programme. Provide examples.

4. Evaluate two common hindrances/barriers to successful rehabilitation and suggest realistic strategies to overcome them.

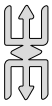
Reflection

- ***Principles of Rehabilitation:*** *Principles of rehabilitation are the basic rules or guidelines that health professionals follow to help people recover from illness, injury, or disability in the most effective and safe way.*
- ***Hindrances or barriers:*** *Hindrances or barriers to rehabilitation refer to the factors or challenges that make it difficult for a person to recover fully or benefit effectively from a rehabilitation programme.*

PLC Session 19

45 minutes | **Planning & Reviewing the Learning Plan**

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
   a. explain the week's concepts in a practical way that will make it easier for learners to understand
   b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
   a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
   b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
   c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app
   a. The key assessment for the week is ***group class exercise***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the exercise (NTS 3k-3q).

10 minutes | **Content Exploration**

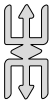
5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
   a. use the app, ask it to solve the problem step by step and explain the reasoning behind each

step (you may be assisted by a teacher who is strong in the content area)

b. all teachers in the group work through a similar problem individually for 3–4 minutes

c. the group then works through the problem together step by step

d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes	Enactment

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).

   a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.

   b. After the enactment, ask for structured feedback from the group

      i. was the concept explained in a way that a learner with no prior knowledge could follow?

      ii. were the examples grounded in contexts familiar to Ghanaian learners?

      iii. did any misconceptions surface and if so, how were they addressed?

5 minutes	Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).

8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).

9. Remember to

   a. transfer your chats into your learning planner template.

   b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).

   c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 20

Learning Indicator: *Discuss the avenues available for rehabilitation*

FOCAL AREA: AVENUES AVAILABLE FOR REHABILITATION

RECAP

Over the past two weeks, learners explored important aspects of rehabilitation. In the first week, the focus was on the concept and types of rehabilitation where learners learned that rehabilitation is a structured process aimed at restoring an individual's physical, mental, social, and vocational functioning after illness, injury, or disability. The types of rehabilitations discussed were:

1. Physical rehabilitation, which restores movement and strength.
2. Occupational rehabilitation, which supports individuals in resuming daily and work-related tasks.
3. Cognitive rehabilitation, which improves thinking, memory, and concentration.
4. Psychological rehabilitation, which focuses on emotional and mental recovery, and
5. Social rehabilitation, which assists individuals in reintegrating into society.

In the second week, the focus was on principles, influencing factors, stages and hindrances to rehabilitation. Learners identified key principles like individualised care, early intervention, setting realistic goals, involving multiple professionals (e.g., doctors, physiotherapists, psychologists), and ensuring long-term support. They also explored factors that affect rehabilitation success, including age, the seriousness of the condition, patient motivation, family support, and availability of services. Common hindrances discussed were limited financial resources, lack of trained professionals, societal stigma, and inadequate rehabilitation facilities.

AVENUES AVAILABLE FOR REHABILITATION

What are rehabilitation avenues

Rehabilitation avenues refer to the various places, systems, services, or pathways through which individuals can receive rehabilitation support and care to recover from illness, injury, disability, or addiction. In simple terms, avenues of rehabilitation are the different ways or places a person can get help to recover and live well again.

1. **Types of rehabilitation avenues**
    a. **Health facilities:** These are formal medical centres that offer professional rehabilitation services. Examples include:
        i. **Hospitals and specialised rehabilitation centres:** Provide inpatient and outpatient care with physiotherapists, doctors, and specialists for physical and neurological rehabilitation.
        ii. **Outpatient clinics:** Offer regular therapy sessions or consultations without requiring hospital admission.
        iii. **Community-based rehabilitation (CBR) programmes**: Bring rehabilitation services into local communities, especially in rural or low-resource areas.
    b. **Social and community-based avenues:** These are local organisations and community groups that support recovery and reintegration. They include:

i. **Faith-based and NGOs**: They offer physical, emotional, and sometimes financial support for rehabilitation.

ii. **Community health outreach programmes:** They bring health education and basic rehab services to local populations.

iii. **Peer support and mentorship groups**: They provide encouragement and shared experiences from people who have gone through similar situations.

iv. **Social workers and community rehab workers**: They offer case management and emotional/social support within the community.



Figure 20.1: *Faith-based Rehab Centre - A Social and community-based avenues*

c. **Home-based rehabilitation services:** These services that allow people to receive care and support at home. They include:

i. **In-home physiotherapy or nursing care:** Therapists or nurses visit the patient's home for treatment.

ii. **Family and caregiver support:** Relatives play a key role in supporting recovery, especially for elderly or disabled individuals.

iii. **Tele-rehabilitation:** Virtual (online or phone) therapy sessions, medical advice, or follow-up consultations.

d. **Vocational and occupational rehabilitation centres:** These avenues focus on helping people return to work or education. They include:

i. **Skills training and retraining institutions:** Teach new skills or help regain old ones after injury or illness.

ii. **Job placement and work-readiness programmes:** Prepare individuals for re-entry into the workforce.

iii. **Support for return-to-work or educational transitions:** Assist people in adjusting to work or school after recovery.

e. **Substance abuse rehabilitation centres:** These are specialised centres for people recovering from drug or alcohol addiction. They include:

i. **Rehabilitation facilities:** Provide detox, therapy, and recovery programmes.

ii. **Detox and counselling centres:** Help with withdrawal symptoms and offer emotional support.

iii. **Reintegration support:** Assist recovering addicts in resuming normal life with skills and social support.

f. **Correctional and re-entry programmes:** These help individuals who were imprisoned or involved with the justice system. Examples include:

i. **Prison rehabilitation services:** They offer education, therapy, and skills training inside prisons.

ii. **Reintegration programmes:** Support former inmates with housing, jobs, and emotional recovery.

iii. **Psychosocial and vocational support:** Help ex-convicts cope with life outside prison and find employment.

g. **Psychological and mental health support services:** These focus on mental and emotional rehabilitation. Examples include:

i. **Mental health hospitals and clinics:** Treat conditions like depression, anxiety, trauma, or schizophrenia.

ii. **Counselling centres and helplines**: Offer one-on-one or group therapy and crisis support.

iii. **Trauma and grief therapy:** Help individuals cope with loss, accidents, violence, or abuse.



Figure 20.2: *Trauma and grief therapy hospital - Psychological and mental health support avenue*

h. Government and policy-driven avenues: These are services provided or supported by the government. They include:

i. **National rehabilitation policies:** Frameworks that ensure access to rehabilitation services.

ii. **Disability and social welfare offices:** Provide financial support and access to assistive services.

iii. **Insurance and support schemes:** Cover costs of rehabilitation through health insurance or subsidies.

2. **Importance of knowing where to get help**

   Knowing the available avenues for rehabilitation is important because:

   a. **It ensures early and appropriate care:** Early access helps improve outcomes.

   b. It helps people find the right type of service.

   c. **It empowers families and patients:** They can make informed decisions about where to go for help.

   d. **It reduces barriers:** Knowing local or free options helps those with financial or mobility challenges.

   e. **It promotes continuous care:** Follow-up and long-term support become easier when people know where to go.

3. **Factors to consider when choosing a rehabilitation avenue**

   a. **Cost:** It is advisable to find out if the individual with the issue or families of the person can afford the service or if there are free or subsidised options through Non-Governmental Organisations (NGOs), public facilities, or community programmes. It is good to choose affordable options to avoid treatment dropout.

   b. **Distance or location:** Find out if there is a facility close to the home, school, or work of the person if the person can travel easily and safely to the location since nearby options improve regular attendance and recovery.

   c. **Type of condition:** It is good to find out if the avenue provides care for the specific need the person is having (e.g., speech therapy, addiction recovery, physical rehab) because some centres may specialise in certain conditions and choosing the right type ensures better results.

   d. **Cultural sensitivity:** This is finding out if services provided at a particular centre respects the individual's beliefs, language, and values and whether staffs there are trained in working with diverse groups. Knowing these things increases trust, comfort, and willingness to participate or access their services.

   e. **Level of support needed:** Find out if follow-up and long-term monitoring available are since matching support to need ensures consistent progress.

4. **How to access rehabilitation avenues**

   a. **Referral systems:** This is a formal recommendation by a healthcare provider, teacher, or social worker to access specialised rehabilitation services.

      Example: A doctor refers a patient to a physiotherapist after a leg injury, or a teacher refers a learner with learning difficulties to school-based therapy. This ensures appropriate care and often aid faster access to specialised services.

   b. **Walk-in or appointment-based services**

      i. **Walk-In:** This where the one with problem go directly to some health centres or clinics without an appointment.

      ii. **Appointment-based**: This is where one must book an appointment ahead of time to see a specialist.

      Both services are suitable for both emergency and routine rehab needs and can help manage time and resources at facilities

c. **Awareness and self-advocacy**

i. **Awareness**: Knowing what services exist, where they are located, and what they offer.

ii. **Self-Advocacy:** Being able to speak up, ask for help, or seek services for yourself or a loved one.

This helps empowers individuals and increases access, especially where formal referral is not available

5. **Barriers to accessing rehabilitation avenues**

These are challenges that prevent people from getting help. They are;

a. **Geographical location**: Long distance or lack of facilities in rural areas.

b. **Financial:** Cost of services may be unaffordable.

c. **Cultural and stigma-related:** Social shame or lack of understanding may discourage people from seeking help.

d. **Lack of awareness:** People may not know what services are available or how to access them.

LEARNING TASKS

1. Explain the term rehabilitation avenue.
2. Discuss types of rehabilitation avenues.
3. Discuss the importance of knowing where to get help.
4. Discuss factors to consider when choosing a rehabilitation avenue.
5. Describe how to access rehabilitation avenues.
6. Discuss barriers to accessing rehabilitation avenues.

PEDAGOGICAL EXEMPLARS

a. **Starter Activity**

i. Provide learners with a word search puzzle containing a mix of related and unrelated words to the topic 'Avenues Available for Rehabilitation.' Instruct learners to circle as many words as they can within a set time (e.g., 1-2 minutes). Let them work in pairs to promote interaction and vocabulary recall. After the word search, divide learners into small groups and ask each group to write the words they circled on the board or on a flip chart. Then go through all the listed words with the class and guide learners to identify and cross out any words that are not related to the topic.

ii. Use the remaining relevant words (e.g., hospital, counselling, physiotherapy, reintegration) as a launchpad to introduce the topic of the day, Avenues Available for Rehabilitation. Briefly explain that each of the valid words represents a type of support or service that helps individuals recover and reintegrate into society.

Managing Talk for Learning, Collaborative Learning and Group Work Activity

i. Divide learners into groups to encourage diverse participation and idea sharing and task each group to discuss and explore the following key questions:

- What is meant by a rehabilitation avenue?
- What are the different types of rehabilitation avenues?
- Why is it important to know where to access help when in need of rehabilitation services?
- What factors should be considered when choosing a rehabilitation avenue?
- How can individuals access these rehabilitation avenues?
- What are the possible barriers to accessing rehabilitation avenues?

ii. Instruct each group to appoint a facilitator to coordinate the discussion and record key points and ideas raised by the group. Encourage all group members to take turns speaking to ensure every voice is heard and ideas are respectfully shared.

iii. Once the brainstorming is complete, guide each group to summarise their discussion into a clear, structured list of key points suitable for class presentation. Offer support where needed to clarify or group similar ideas.

iv. Invite each group to present their findings to the whole class. Encourage active listening from other groups and invite short comments or questions after each presentation.

v. Lead a guided class discussion to reflect on and consolidate what has been presented. Clarify any misconceptions, highlight recurring themes across groups, and summarise the key concepts related to the indicator and discuss the avenues available for rehabilitation. Go over the silent points to end the lesson.

KEY ASSESSMENT: Individual Class Exercise

1. Compare hospital-based rehabilitation and community-based rehabilitation (CBR) providing two differences between them.
2. Describe two challenges people may face when trying to access rehabilitation services in rural areas.
3. Give two reasons why it is important for individuals to be aware of available rehabilitation avenues.

Reflection

Rehabilitation avenues are the different facilities, services, and support systems available to help individuals recover from illness, injury, disability, or addiction.

PLC Session 20

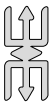
45 minutes	Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
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   b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to

a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.

b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)

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Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app

a. The key assessment for the week is ***individual class exercise***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the exercise (NTS 3k-3q).

10 minutes **Content Exploration**

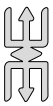
5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)

b. all teachers in the group work through a similar problem individually for 3–4 minutes

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d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes **Enactment**

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).

a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.

b. After the enactment, ask for structured feedback from the group

i. was the concept explained in a way that a learner with no prior knowledge could follow?

ii. were the examples grounded in contexts familiar to Ghanaian learners?

iii. did any misconceptions surface and if so, how were they addressed?

5 minutes	Reflection

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
   a. transfer your chats into your learning planner template.
   b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
   c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section 2 Part Four Review

Over the past three weeks, learners have explored important aspects of rehabilitation as part of their health education. This section review presents a summary of the key concepts discussed during Weeks 18, 19, and 20, focusing on the meaning, types, guiding principles, influencing factors, challenges, and avenues for accessing rehabilitation services.

In Week 18, the attention was on understanding the concept and types of rehabilitation. Rehabilitation was defined as the process of helping individuals regain physical, mental, social, or emotional abilities that may have been lost due to illness, injury, disability, or substance addiction. Learners were introduced to various forms of rehabilitation, these include physical, cognitive, psychological, social, vocational, and substance abuse rehabilitation. Each type serves a specific purpose in restoring an individual's ability to function and participate fully in society.

Week 19 expanded on this foundation by discussing the principles of rehabilitation, such as individualised care, setting measurable goals, involving a multidisciplinary team, ensuring continuity of care, and encouraging active participation of the patient. Learners also examined the stages and factors that influence rehabilitation success, including the person's health status, motivation, family support, availability of services, and age. Furthermore, the week covered hindrances to rehabilitation, such as financial constraints, stigma, limited access to specialised facilities, lack of information, and geographical challenges. These barriers can significantly affect the quality and outcomes of rehabilitation, especially in under-resourced settings.

In Week 20, learners' attention was turned to the avenues available for rehabilitation, learning about the different systems, institutions, and services that provide rehabilitation support. These included health facilities like hospitals, outpatient clinics, and community-based rehabilitation programmes. Social and community-based avenues such as faith-based organisations, NGOs, peer support groups, and social workers were also discussed. Additionally, learners explored home-based services, vocational and occupational rehabilitation centres, substance abuse rehabilitation centres, correctional and re-entry programmes, mental health support services, and government or policy-driven avenues like disability welfare offices and insurance schemes. The week also addressed barriers

to accessing these avenues, including financial, cultural, and geographic limitations, and highlighted possible solutions to improve awareness and access.

Together, these three weeks offered learners a well-rounded understanding of rehabilitation. They not only learned what rehabilitation entails and where it can be accessed but also developed insights into the real-life factors and challenges that affect its success. This knowledge equips learners to better appreciate the importance of accessible, inclusive, and supportive rehabilitation systems in promoting recovery and well-being.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 18

Table 1: Marking Scheme (20 marks)

Explain the difference between physical rehabilitation and drug rehabilitation and give one example of each	2 marks for clear explanation of physical rehabilitation with example. 3 marks for clear explanation of drug rehabilitation with example. 1 mark each if explanations or examples are unclear. Sample Answer Physical rehabilitation focuses on helping individuals recover physical strength and movement after injury or illness. For example, someone may receive physiotherapy after breaking a leg. Drug rehabilitation helps individuals recover from substance dependence, such as attending a counselling programme to stop drug misuse.	6 marks
Classify the following rehabilitation needs into correct types; Stroke recovery Drug addiction Anxiety disorder Broken leg.	1 mark each for correct classification. 0 marks for wrong matching. Sample Answers Stroke recovery → Physical rehabilitation Drug addiction → Substance abuse rehabilitation Anxiety disorder → Mental health rehabilitation Broken leg → Physical rehabilitation	4 marks
Explain two reasons why rehabilitation is important for individuals recovering from serious illness or injury.	2 marks each for correct reasons. Sample Answer 1. It helps individuals regain independence in daily activities. 2. It prevents long-term complications such as stiffness, weakness, or depression. Hint: Accept any other valid point	4 marks
A young man is recovering from a car accident that left him with a spinal injury. He is also experiencing emotional trauma. Identify three professionals who should be involved in his rehabilitation and justify the role of each.	1 mark for identifying each professional. 1 mark for explaining each role. Sample Answer Physiotherapist: Helps him regain mobility and physical strength. Psychologist or counsellor: Supports him for emotional and mental recovery. Occupational therapist: Helps him adjust to new ways of performing daily tasks.	6 marks

WEEK 19

Table 2: Marking scheme (25 marks)

Q1: Using a real or imagined case of someone recovering from a stroke, explain how three principles of rehabilitation would apply in the person's recovery process.	*1 mark for clearly identifying a case scenario (either real or imagined)* *1 mark each for accurately explaining 3 principles of rehabilitation. (Up to 3 marks)* *1 mark each for an explanation of how principle applies in the recovery process. (Up to 3 marks)* *Model Answer* • *In the case of someone recovering from a stroke: Individualised care is applied by designing a therapy programme based on their specific physical and cognitive impairments.* • *Goal setting includes setting short-term goals like improving speech and long-term goals like walking independently.* • *Multidisciplinary approach ensures collaboration between a physiotherapist, speech therapist, and occupational therapist.* *Note: Accept other correct response*	*7 marks*
Q2: Compare and contrast two different stages of rehabilitation and explain how the needs of the individual might differ between the two stages.	*2 marks for accurate description of 2 stages* *2 marks for comparison (similarities and differences)* *2 marks for explanation of differing individual needs* *Model Answer* • *The early intervention stage emphases preventing complications and beginning recovery most often in a hospital setting.* • *The active rehabilitation stage focuses on intensive therapy for restoring function and independence.* • *In the early-stage needs include pain control and education, while in the active stage, the focus shifts to regaining movement and daily life skills.*	*6 marks*

Q3: Analyse how two factors can positively or negatively influence the success of a rehabilitation programme. *Provide examples.*	*1 each for identification of 2 relevant factors (up to 2 marks)* *2 marks for analysis of their influence (positive or negative)* *2 marks for use of example(s)* *Model Answer* *Motivation: A highly motivated patient is likely to adhere to the programme, while a demotivated one may not.* *Family support: A supportive family encourages participation and emotional strength, whereas lack of support may lead to isolation and depression.*	*6 marks*
Q4: Evaluate two common hindrances/barriers to successful rehabilitation and suggest realistic strategies to overcome them.	*1 each for identifying 2 valid hindrances (up to 2 marks)* *2 marks for explaining how each hinders rehabilitation.* *1 each for suggesting realistic strategies.*	*6 marks*

WEEK 20

Table 3: Marking Scheme (10 marks)

Q1: Compare hospital-based rehabilitation and community-based rehabilitation (CBR) providing two differences between them.	*Clear explanation of two differences between hospital-based rehab and CBR. 4 marks* *Sample Answer* *Hospital-based rehabilitation takes place in a clinical setting with specialised medical staff and equipment, usually for intensive or acute cases. Community-based rehabilitation (CBR), on the other hand, occurs within the community and aims to empower individuals with support from local resources, focusing on inclusion and accessibility.*	*4 marks*
Q2. Describe two challenges people may face when trying to access rehabilitation services in rural areas.	*Identifying the two challenges 2 marks* *Explaining both challenges 2 marks* *Sample Answer* *Geographical barriers: long distances to health facilities or lack of transportation.* *Limited resources: few rehabilitation centres, staff, or equipment in rural areas.* *Note: Accept other responses*	*4 marks*

Q3. Give two reasons why it is important for individuals to be aware of available rehabilitation avenues.	*Both reasons 2 marks* *Sample Answer* *To seek appropriate help when facing health or social difficulties.* *To choose a suitable service based on their specific rehabilitation needs.* *Hint: Consider other relevant points*	*2 marks*

SECTION 11: RECREATIONAL ACTIVITIES – PART TWO

STRAND: PHYSICAL ACTIVITY AND HEALTH

Sub-Strand: Recreational activities

Learning Outcome: *Demonstrate the ability to incorporate recreational activities into daily lives by identifying, stating their benefits and participating in them.*

Content Standard: *Demonstrate an understanding of the importance, benefits and various types of recreational activities and participate in any of them to promote lifelong fitness and well-being*

INTRODUCTION AND SECTION SUMMARY

Engaging in recreational activities is an essential aspect of maintaining a healthy, balanced lifestyle. In this section, learners will explore not only the benefits of participating in recreational activities, but also how to take responsibility for their own health and well-being by developing personal plans for regular participation. Through reflection and discussion, learners will be encouraged to understand how recreation contributes to physical, mental, emotional, and social wellness, while building skills to manage their time, set goals, and make healthier life choices.

The first part of the section will be centred on the benefits of engaging in recreational activities. Learners will explore how regular participation improves physical health by enhancing strength, flexibility, and cardiovascular fitness. They will also discuss how recreational activities support mental well-being by reducing stress and anxiety, boosting mood, and increasing focus. On a social level, recreation promotes teamwork, communication, and the formation of positive relationships. Emotionally, it fosters self-esteem, confidence, and a sense of achievement.

The second part will involve learners developing personal plans for regular participation in recreational activities. They will identify their preferred activities, determined suitable times and locations, and set personal goals that fit into their daily routines. Attention will also be given to recognising possible obstacles, such as limited time, access, or motivation and suggesting realistic strategies to stay committed, like partnering with friends or using reminders. Overall, this section aimed to equip learners not just with knowledge of the advantages of recreation, but with practical tools to help them take charge of their own recreational habits.

This section extends across weeks 21 and 22

Week 21: Explain the benefits of engaging in recreational activities.

Week 22: Create a personal plan to guide regular participation in recreational activities

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars for this section should include initiating talk for learning to encourage learners to talk as they discuss the benefits of engaging in recreational activities and to reflect on their personal experiences. Collaborative learning as learners discusses and engage in brainstorming different recreational activities and their benefits. Structuring talk for learning to guide learners to observe and discuss short video clips that highlight the importance of recreation in daily life and personal planning tasks to enable learners to take ownership of their learning by creating weekly recreational activity plans.

ASSESSMENT SUMMARY

Learners should be assigned tasks that explore the benefits of recreational activities and how to plan for regular participation. These tasks should include individual reflections, group discussions, and the development of personalised recreational plans. Assessment can be carried out through written explanations of the benefits, group or individual presentations of personal plans, and class demonstrations or posters promoting regular recreation. Learners should be given the opportunity to present their responses different formats of presentation such as visual planners, oral presentations, posters and role-plays that simulate how learners would engage in their planned activities. Group work should encourage collaboration, with peer feedback integrated to support learning. Clear assessment rubrics and marking schemes should be developed to evaluate learners' understanding of the benefits, creativity and feasibility of their personal plans, and the clarity and depth of their presentations. The rubric and marking scheme should consider content accuracy, participation, effort, communication, and organisation to ensure fair and consistent evaluation across all learners.

Assessment Summary Table: 11

Weeks	Indicators	DoK Level	Assessment Strategy and Mode
21	Explain the benefits of engaging in recreational activities.	4	Group class exercise
22	Create a personal plan to guide regular participation in recreational activities	4	Peer assessment

WEEK 21

Learning Indicator: *Explain the benefits of engaging in recreational activities*

FOCAL AREA: BENEFITS OF ENGAGING IN RECREATIONAL ACTIVITIES



Figure 21.1: *Benefits of Engaging in Recreational Activities*

BENEFITS OF ENGAGING IN RECREATIONAL ACTIVITIES

The benefits of engaging in recreational activities refer to the positive outcomes or advantages that individuals gain when they take part in enjoyable and non-work-related physical, social, or creative activities during their free time. These benefits include:

a. Physical (e.g., improved fitness and health).
b. Mental and emotional (e.g., reduced stress and improved mood).
c. Social (e.g., building friendships and teamwork).
d. Academic or cognitive (e.g., better focus and time management).
e. Moral or behavioural (e.g., learning discipline and reducing risky behaviour).

In simple terms, these benefits are the good things that happen to one's body, mind, and social life when they regularly take time to play, relax, exercise, or engage in hobbies.

1. **Physical benefits of engaging in recreational activities**

   a. **Improves Cardiovascular Health:** Engaging in physical recreational activities such as brisk walking, jogging, swimming, or dancing strengthens the heart and improves blood circulation. This helps reduce the risk of heart diseases, lowers blood pressure, and enhances the efficiency of the cardiovascular system.

b. **Enhances muscular strength and flexibility:** Activities like hiking, playing sports, or working out help to tone muscles, improve posture, and increase flexibility. Strong and flexible muscles also support joint function and reduce the risk of injuries during daily tasks.

c. **Aids in weight management:** Regular participation in recreational activities helps burn calories and regulate body fat. This contributes to maintaining a healthy weight, especially when combined with proper nutrition. It is a natural and enjoyable way to prevent obesity and its associated health risks.

d. **Boosts overall physical fitness and energy levels:** Recreational activities improve stamina, coordination, and endurance. Over time, people who regularly engage in such activities experience increased energy levels and feel less fatigued during their daily routines. Physical fitness also contributes to better sleep quality and quicker recovery from illnesses or stress.

2. **Mental and emotional benefits**

a. **Reduces stress and anxiety**: Participating in recreational activities, such as meditation, or even playing a musical instrument, listening to inspirational songs, helps to lower cortisol levels and promote relaxation. This reduction in stress hormones contributes to a calmer state of mind and less anxiety over time.

b. **Improves mood and emotional well-being:** Recreation can trigger the release of endorphins, the body's natural "feel-good" chemicals, which improve mood and create feelings of happiness. Regular engagement in fun activities can help combat feelings of depression and increase overall emotional resilience.

c. **Enhances self-esteem and confidence**: Mastering a new skill, whether it's dancing, painting, or a sport, provides a sense of accomplishment. This, in turn, boosts self-confidence and helps individuals feel better about themselves, positively impacting their self-image.

d. **Improves cognitive function and focus**: Activities that require coordination and strategy like chess, puzzles, or team sports sharpen mental abilities. This improved cognitive engagement helps enhance concentration, problem-solving abilities, and decision-making skills.



Figure 21.2: *The Joy of Engaging in Recreational Activities*

3. **Social benefits**

a. **Builds and strengthens friendships:** Recreational settings provide a natural environment to meet new people with similar interests. Whether in sports teams, clubs, or hobby groups, these

interactions foster new friendships and create social networks that support emotional well-being.

b. **Enhances teamwork and collaboration:** Many recreational activities are inherently social, requiring communication and cooperation. This helps individuals develop teamwork skills, learn how to share responsibilities, and appreciate the value of working together toward a common goal.

c. **Improves communication skills**: Participation in group activities encourages verbal and non-verbal communication. Engaging with others in a relaxed setting allows learners to practice expressing their ideas, listening actively, and resolving conflicts constructively.

d. **Fosters a sense of community**: Being part of a recreational group or club instils a strong sense of belonging. This communal support not only enriches social lives but can also enhance community spirit and collective well-being.

4. **Academic and cognitive benefits**

Enhances concentration and memory: Taking regular breaks for recreational activities can improve cognitive performance. Activities like puzzles, board games, or even short sports sessions provide the brain with a rest and boost memory and learning capacity.

Boosts creativity and problem-solving: Engaging in creative activities like art, music, or dance fosters out-of-the-box thinking and innovation. The creative process can stimulate new connections in the brain, enhancing one's ability to solve problems in academic and personal settings.

Improves time management and organisational skills: Balancing schoolwork with recreational activities teaches learners to manage their time effectively. Planning and adhering to a schedule that includes leisure activities reinforces organisational habits, which can be beneficial for academic success.

5. **Moral and behavioural benefits**

a. **Encourages a positive use of free time:** Engaging in structured recreational activities can lead to the development of positive habits. By using free time constructively, individuals reduce the likelihood of engaging in risky behaviours such as excessive screen time or unhealthy lifestyle choices.

b. **Instils discipline and responsibility:** Regular participation in recreational programmes or sports requires commitment, punctuality, and responsibility. These experiences build discipline as individuals learn to follow routines, set and achieve goals, and adhere to group rules.

c. **Promotes fair play and social respect:** Many recreational activities, especially team sports, teach the values of fairness, respect, and cooperation. Understanding and respecting game rules and interacting respectfully with others fosters a sense of ethics and ethical behaviour outside the activity setting.

6. **Community and cultural benefits**

a. **Strengthens community bonds:** Participating in community-based recreational activities such as local sports leagues or cultural festivals helps build a stronger community by bringing together people from diverse backgrounds. This creates a network of support and shared interests.

b. **Preserves cultural traditions:** Recreational activities often include traditional dances, games, and festivities that help preserve and promote cultural heritage. Engaging in these activities can instil pride and continuity in cultural identities.

c. **Encourages civic engagement:** Community recreation programs often include volunteer opportunities and cooperative initiatives that encourage individuals to contribute to local projects. This participation boosts community involvement and fosters a spirit of collective responsibility.

d. **Enhances public health and well-being:** When communities promote accessible recreational facilities and events, they contribute to overall public health. Increased participation in community recreation leads to broader health benefits for the community at large, including lower healthcare costs and improved quality of life.

LEARNING TASK

Discuss the benefits of engaging in recreational activities.

PEDAGOGICAL EXEMPLARS

a. **Starter Activity – Find a Friend to Tell You What They Know**

Revision of the previous lessons on recreational activities

i. Review learners' understanding of the previous topics through a collaborative activity titled 'Find a Friend to Tell You What They Know Ask'. Instruct learners to move freely around the classroom and interact with at least three different classmates. Their task is to ask each other:

'What types of recreational activities did we learn about last time and which ones did you enjoy participating in?

Encourage learners to share examples of recreational activities they remember (such as walking, musical chair, piking pebbles, dancing, skipping, cycling, or traditional games), as well as their reflections on how they felt during those activities. whether they found them fun, relaxing, energising, or challenging.

After a few minutes of interaction, bring the class back together. Randomly select several learners to share what their peers told them. For instance, a learner might report; 'Kofi told me he really enjoyed the group skipping activity because it helped him relax and laugh with friends, and he also remembered that dancing is a recreational activity we discussed.

This approach not only reviews the different types of recreational activities introduced in the previous lesson but also helps learners begin reflecting on their personal experiences in participating in them.

Gallery Walk and Picture Talk Learning, Learning Stations and Reflective Sharing Circles

i. Divide the class into small, mixed-ability groups and assign each group to one of the starting points of six themed learning stations. Each station focusses on a specific category of benefits.

- Station 1: Physical Benefits
- Station 2: Mental and Emotional Benefits
- Station 3: Social Benefits
- Station 4: Academic and cognitive benefits

- Station 5: Moral and behavioural benefits
- Station 6: Community and cultural benefits

ii. At each station, learners engage with visual materials such as pictures, infographics, and prompt cards that depict individuals participating in various recreational activities. These prompts will encourage learners to analyse what is happening in the images, identify the related benefit, and explain how such activities can positively affect someone's life. Each group discusses and completes the tasks collaboratively, with a chosen spokesperson recording their responses.

iii. After a set period, the groups rotate from one station to the next until they have visited all six stations. After every group has completed the circuit, they return to their original seating arrangement as a group to put together the information gathered from each station. Each group then prepares and presents a summary of their works to the class. This sharing session allows for cross-group comparison, peer learning, and clarification of ideas. Led the class after the shoring to help connect the various benefits across physical, mental, social, and academic domains to reinforce understanding.

KEY ASSESSMENT: Group Class Exercise

Suggest four traditional activities that can be used as recreational activities and how they can benefit adolescents who engage in them. Provide a clear explanation of each activity and three benefits for each activity to adolescents who engage in them.

Reflection

Engaging in recreational activities offers a range of positive outcomes or benefits. These benefits include physical, social, and mental advantages individuals experience when they participate in enjoyable, non-work-related pursuits during their leisure time.

PLC Session 21

45 minutes	Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
   a. explain the week's concepts in a practical way that will make it easier for learners to understand
   b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
   a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
   b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
   c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).

Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app
   a. The key assessment for the week is ***group class exercise***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the exercise (NTS 3k-3q).

10 minutes **Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
   a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
   b. all teachers in the group work through a similar problem individually for 3–4 minutes
   c. the group then works through the problem together step by step
   d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).

Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes **Enactment**

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).
   a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
   b. After the enactment, ask for structured feedback from the group
      i. was the concept explained in a way that a learner with no prior knowledge could follow?
      ii. were the examples grounded in contexts familiar to Ghanaian learners?
      iii. did any misconceptions surface and if so, how were they addressed?

5 minutes **Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).

8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
    a. transfer your chats into your learning planner template.
    b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
    c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 22

Learning Indicator: *Create a personal plan to guide regular participation in recreational activities*

FOCAL AREA: CREATING A PERSONAL PLAN TO GUIDE PARTICIPATION IN RECREATIONAL ACTIVITIES

CREATING PERSONAL PLAN FOR RECREATIONAL ACTIVITIES



Figure 22.1: *1. Creating Personal Plan for Recreational Activities*

Creating personal plan

Creating a personal plan for recreational activities is developing a structured and thoughtful guide that helps an individual to regularly take part in enjoyable, non-work-related physical or leisure activities during their free time. The plan involves choosing activities that match one's interests, fitness level, schedule, and available resources, and setting clear goals for how often, where, and when to engage in them. The plan may also include ways to track progress, overcome challenges, and stay motivated.

For example: A learner may decide to jog every Monday, Wednesday, and Saturday for 30 minutes in the morning before school. They might track their progress in a journal and adjust the plan monthly based on how they feel physically and emotionally.

1. **What to consider when creating a personal plan for recreational activity engagement.**
    a. **Self-Assessment and Personal Interests**
        i. **Identifying personal interests and preferred activities:** Identify personal interests and preferred activities that makes one feel relaxed, energised, or happy. This step helps to choose suitable recreational activities that they are more likely to stick with. Since they consider their hobbies that motivate them to stay active.
        ii. **Assessing physical fitness and time availability:** Individuals must evaluate their current physical condition, stamina, and health status to select appropriate activity levels to pursue. They also must review their daily schedules to identify how much time they can realistically dedicate to recreation.
        iii. **Recognising barriers to participation (e.g., time, resources):** Learners identify common obstacles such as lack of time, parental restrictions, cost of equipment, or safe spaces to

play. This helps in planning ways to overcome or reduce these challenges (e.g., using free public spaces, choosing home-based activities).

b. **Goal setting for recreational participation**

   i. **Set SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound):** Clear and realistic goals must be set to guide the plan such as: 'I will go for a 30-minute walk three times a week for the next month to improve my fitness.

   ii. **Short-term and long-term activity goals:** Individuals must differentiate between immediate goals (e.g., participating in a school fun walk next weekend) and long-term goals (e.g., maintaining regular jogging throughout the school term). They must learn how both types of goals contribute to consistency and improvement.

c. **Components of a personal recreational plan**

   i. **Activity type and frequency:** They must select the kind of recreational activity that suits their interest and decide how often they will engage in it (e.g., swimming twice a week, playing ampe every Saturday, doing aerobics every Saturday).

   ii. **Duration and location:** They must specify how long each session will last (e.g., 20, 25, 30 or 45 minutes) and where the activity will take place. Is it at school, home, a community field, or a local park.

   iii. **Resources and support needed:** This where the person identifies what materials (e.g., sportswear, skipping rope) and support (e.g., friends, family, teachers) they may need to effectively carry out their plan.

   iv. **Safety considerations:** They should consider safety before engaging in activities such as wearing appropriate gear, warming up, checking the environment, and understanding limits to avoid injuries.

d. **Time management and scheduling:**

   i. **Time management:** This is creating a personalised weekly or monthly activity timetable showing the days and times they will engage in their chosen activities, balancing it with their academic work and other responsibilities.

   ii. **Balancing school, home responsibilities, and recreation:** This is how to prioritise and allocate time effectively, ensuring recreation does not interfere with study or chores, but rather supports overall productivity and well-being.

e. **Monitoring and evaluating the plan**

   i. **Keeping an activity log or journal:** This is tracking the activities using a simple chart or diary recording when they participated, what they did, and how they felt afterward. This promotes consistency and reflection.

   ii. **Reviewing progress and making adjustments:** After a set period (e.g., two weeks or a month), learners assess what went well, what didn't, and what changes are needed to improve their plan.

   iii. **Reflecting on how the plan affects well-being:** This is describing how participating in regular recreational activities has impacted their mood, energy levels, physical health, or relationships with others.

f. **Sustaining motivation and participation**

i. **Finding an activity partner or support group:** This is finding others to help in engaging in the panned activities. Individuals are encouraged to engage in recreation with friends or join clubs or groups to keep their interest alive and promote accountability.

ii. **Exploring new activities to avoid boredom:** This is learning to occasionally try different types of recreational activities (e.g., cycling instead of walking) to stay engaged and expand their experiences.

iii. **Celebrating milestones and achievements**: This is motivating people to acknowledge their progress (e.g., completing four consistent weeks of activity) through small rewards or sharing achievements with others.

g. **Presenting the recreational activity plan**

i. **Sharing plans with classmates:** This is presenting the planned personal recreational plans to peers using posters, charts, or digital slides. This fosters confidence and inspiration among classmates.

ii. **Peer feedback and suggestions**: Classmates provide respectful feedback, encouragement, or ideas to help improve each other's plans.

iii. **Displaying personal responsibility and initiative:** This is showing evidence of taking charge of their health and well-being, demonstrating growth in planning, decision-making, and commitment to a balanced lifestyle.

1. **Components of a good personal recreational activity plan**

a. **Personal information and background**

i. Basic details: name, age, current physical condition, interests.

ii. Purpose of the plan (e.g., to stay fit, reduce stress, have fun, socialise).

b. **Personal interests and preferred activities**

i. A list of enjoyable activities that match your personality and preferences.

ii. **Example**: dancing, football, swimming, jogging, traditional games like ampe or oware.

c. **SMART Goals**

Clearly stated S.M.A.R.T. goals:

i. ***Specific*:** What exactly do you want to do?

ii. ***Measurable:*** How will you know when you've achieved it?

iii. ***Achievable:*** Is the goal realistic?

iv. ***Relevant:*** Does it match your needs and interests?

v. ***Time-bound:*** By when will you achieve it?

vi. **Example:** 'I will do 30 minutes of traditional dance every Saturday morning for the next 3 months.

d. **Activity schedule (frequency and duration)**

i. Timetable showing when and how often the activity will take place.

ii. Duration of each session (e.g., 20 minutes daily or 1 hour three times a week).

e. **Type of activity and description**
   i. Specify what kind of activity it is (e.g., physical, social, creative).
   ii. Provide a brief description if necessary.
   iii. **Example:** Skipping: a simple aerobic activity that builds endurance and coordination."

f. **Location and venue**
   i. Identify where the activity will happen.
   ii. Should be safe, accessible, and suitable for the chosen activity.
   iii. **Examples:** School field, home compound, community park, living room.

g. **Resources and equipment**
   i. List the materials needed to carry out the activity (if any).
   ii. Consider cost, availability, and safety.
   iii. **Example:** Skipping rope, water bottle, mat, comfortable shoes.

h. **Safety measures**
   i. Outline precautions to avoid injury or harm.
   ii. May include warm-up and cool-down routines, appropriate gear, hydration, and first aid awareness.

i. **Time management plan**
   i. Balance between school, home, and recreational time.
   ii. Helps avoid stress or over-commitment.
   iii. **Tip:** Use a weekly planner to map out recreational time alongside other responsibilities.

j. **Monitoring and evaluation**
   i. **Method:** Include a method to track progress and reflect on experiences.
   ii. **Tools:** activity journal or log, checklists, or self-reflection questions.
   iii. **Example:** 'How did I feel after today's activity? Did I complete it as planned?

k. **Challenges and solutions**
   i. Predict possible barriers (e.g., weather, school workload, motivation).
   ii. Provide realistic alternatives or backup plans.
   iii. **Example:** If it is raining, do an indoor workout instead of jogging.

l. **Support system**
   i. Identify people who can help you stay on track (e.g., friends, family, teachers).
   ii. A partner or group can offer encouragement and accountability.

m. **Review and adjustment plan**
   i. Include how and when you'll revise your plan.
   ii. Plans should be flexible and grow with your needs and goals.

2. **Challenges in implementing the recreational activity plan.**

   a. **Lack of Time:** Many people including learners have busy schedules filled with school lessons, homework, chores, office work, deadlines to meet and sometimes part-time jobs or religious activities. These responsibilities can make it difficult to find consistent time for recreational activities.

      Example: A learners may intend to jog three times a week but often finds themselves too busy with assignments or household chores.

   b. **Lack of Motivation:** Staying motivated over time can be challenging, especially when the activity becomes repetitive or when there are no immediate results. Learners may feel tired, bored, or uninspired to follow through with their plan.

      Example: A learner may start strong with daily skipping but loses interest after a few weeks without encouragement or visible benefits.

   c. **Limited Resources or Equipment:** Some recreational activities require specific equipment (e.g., footballs, skipping ropes, sports shoes, music box) or materials that learners may not have access to due to financial constraints or unavailability.

      Example: A learner wants to play table tennis regularly but does not have a bat or access to a table.

   d. **Inadequate Space or Facilities:** Not all learners have access to appropriate or safe spaces for physical activity. Some may live in crowded environments or communities without parks or open grounds.

      Example: A learner living in a densely populated urban area may struggle to find a quiet and safe space for jogging.

   e. **Poor weather conditions**: Outdoor recreational activities like walking, jogging, or team games can be hindered by weather conditions such as rain, extreme heat, or cold. This inconsistency can disrupt regular participation.

      Example: A rainy week may prevent a learner from doing their planned outdoor activities, leading to missed sessions.

   f. **Peer influence or lack of support:** Friends or peers may not share the same interest in recreational activities, making it difficult for learners to stay consistent or feel encouraged. On the other hand, negative peer influence may discourage participation.

      Example: A learner's friends prefer indoor screen time, making it hard for them to find partners for games like ampe or football.

   g. **Health or physical limitations:** Some learners may face health issues, such as asthma, injuries, or chronic fatigue, which limit the type or intensity of activities they can engage in.

      Example: A learner recovering from a knee injury may have to pause all physical activities temporarily, affecting their routine.

   h. **Parental restrictions or lack of encouragement:** In some households, parents may not prioritise recreational activities due to safety concerns, cultural beliefs, or a strong focus on academics, especially during exam periods.

      Example: A parent may not allow a learner to go out and play in the evening due to safety concerns in the neighbourhood.

i. **Poor planning or unrealistic goals**: Setting goals that are too ambitious or failing to plan around existing responsibilities can make the plan hard to stick to. Without proper time management or gradual progression, learners may feel overwhelmed.

   Example: Planning to exercise every single day for an hour without considering school workload can lead to burnout and failure.

j. **Boredom or repetition:** Doing the same activity repeatedly without variety or challenge can become monotonous. Learners may eventually lose interest if they do not explore new or more engaging options.

   Example: A learner who only skips rope every day may become bored after two weeks and lose enthusiasm.

Sample personal recreational activity plan

Name: Ama Kokonte

Age: 18

Class: SHS 3

Term: 2nd Semester

Date Created: 1st July 2025

Purpose of My Plan: To stay physically active, reduce stress, and improve my energy and mood by participating in fun and healthy recreational activities regularly.

My Preferred Activities: Traditional dance, skipping, netball and ampe.

SMART Goal

a. Specific: I want to participate in traditional dance and skipping regularly.

b. Measurable: I will do 30 minutes of recreational activity 3 times a week.

c. Achievable: I have access to space and music for dancing and skipping rope.

d. Relevant: This will help me stay fit and enjoy my free time.

e. Time-bound: I will follow this plan from July to September 2025.

Activity Timetable

Day	Activity	Duration	Location
Monday	Skipping	20 minutes	Home compound
Wednesday	Traditional dance	30 minutes	School hall
Saturday	Ampe with friends	30 minutes	Community Park

Resources and Equipment: Skipping rope, comfortable shoes, music (phone and speaker), bottle of water and local friends to play with.

Safety Measures

a. Warm-up for 5 minutes before skipping or dancing.

b. Wear proper shoes to avoid injury.

c. Stay hydrated before and after activities.

d. Ensure a clean and safe environment.

Time Management Strategy

a. Do activities after school or chores.

b. Use a calendar to mark recreational days.

c. Limit phone time to make space for recreation.

Monitoring and evaluation

a. I will keep a weekly activity journal.

b. I will tick off completed activities.

c. I will reflect once a month on:

What I enjoy.

If I feel more active or relaxed.

If I miss any days and why.

Possible challenges

a. Heavy schoolwork or tiredness.

b. Bad weather.

c. No partner for games sometimes.

Solutions

a. I will use indoor space when the weather is bad.

b. I will reschedule to weekends if weekdays are tight.

c. I will invite a cousin or a neighbour to join me.

Support System

a. My older sister will support and sometimes join me.

b. Two of my classmates will join me on Wednesdays.

c. My teacher will check my progress once a month.

Review and Adjustments: I will review the plan every four weeks. If I skip more than two sessions in a month, I will reduce the time or change the activity to something more flexible like playing oware or indoor dancing.

Final Remarks: This plan will help me stay fit, meet friends, and manage stress from school. I am committed to sticking to it and adjusting it when needed.

LEARNING TASKS

1. Discuss the creation of a personal plan for recreational activities.
2. Discuss the importance of creating a personal plan for recreational activities.

3. Explain the components of a good personal recreational activity plan.
4. Discuss the possible challenges face in implementing a personal recreational activity plan.
5. Create a personal recreational activity plan.

PEDAGOGICAL EXEMPLARS

a. **Starter Activity: 'Recreation memory match-up'**

Instructions: Prepare cards or slips of paper (or write on the board) with two sets:

i. **Set A:** Names of different recreational activities (e.g., dancing, jogging, swimming, ampe, oware, traditional dance, skipping rope, tumatu).

ii. **Set B:** Benefits or characteristics of those activities (e.g., improves stamina, encourages teamwork, reduces stress, builds muscles, promotes cultural awareness).

iii. Mix the cards up and give each learner one card. Half the class will have activity names, and the other half will have matching benefits.

iv. Learners mingle around the classroom and try to find their match (the person whose card matches theirs. Example 'Jogging' and 'Improves stamina'). Once matched, each pair will share their match with the class and explain briefly why the activity and benefit go together.

v. Debrief Questions (to link to the main lesson)

- Which of these activities do you enjoy or already do?
- How often do you take part in recreational activities?
- What do you think you would need to consider if you wanted to plan for them regularly?

iv. Use learners' answers to introduce the new lesson on the creating of personal plan to guide participation in recreational activities

b. **Main activity**

Collaborative Learning, Talk for Learning and Group Based Learning

Grouping and Task Introduction (5 minutes)

i. Divide learners into mixed-ability groups. Inform them that their task is to collaboratively create a personal recreational activity plan that outlines how they intend to regularly participate in recreational activities. Emphasise that each learner will present their own individual plan to the class and will also engage in peer assessment using defined criteria.

Brief Recap and Explanation (5 minutes)

ii. Recap the purpose and benefits of engaging in recreational activities, stressing their role in promoting physical health, reducing stress, and enhancing social interaction. Explain what a personal recreational plan is, and mention what it includes or its components such as; Frequency (how often), type of activity (e.g., traditional games, sports, dance), time and day, required resources, personal goals or reasons for choosing the activity. Introduce the concept of peer assessment. Define it as a way of giving and receiving feedback to help improve each other's work.

Explain its importance in developing reflection, responsibility, and collaborative learning.

Modelling the process (5 minutes)

iii. Display a sample recreational plan on the board and go through each section with learners using the peer assessment rubric. Model constructive feedback by giving examples: 'You listed activities for each day but try to include the specific time slots.', 'Your goal to improve fitness through skipping and dancing is clear and realistic. Well done'.

Planning Phase (15 minutes)

iv. Ask learners to create their personal recreational activity plans individually while discussing and receiving support within their groups. Remind them to include activities and frequency, time and days, goals or reasons, needed resources, safety considerations

Peer Assessment (10 minutes)

v. Instruct learners to exchange their plans with another group (elbow groups) and using the peer assessment rubric, each group should score each section of the plan, write at least one positive comment, suggest one improvement.

Feedback and Reflection (10 minutes)

vi. Groups discuss the feedback they received with one another. Invite a few volunteers to share what they learned from either giving or receiving feedback. Highlight common strengths and address any recurring gaps across the class. Reinforce key elements of a good plan and encourage learners to revise and improve their work where needed.

Peer Assessment Rubric: Personal Recreational Activity Plan (20 marks)

Criteria	Excellent (4 marks)	Very Good (3 marks)	Satisfactory (2 marks)	Needs Improvement (1 mark)
Clear SMART Goal	Goal is very clear, realistic, and follows all SMART principles	Goal is mostly clear and follows most SMART principles	Goal is stated but lacks clarity or a SMART element	Goal is unclear or not SMART
Well-Organised Activity Timetable	Timetable includes days, activities, duration, and location with excellent organisation.	Timetable includes most key details and is mostly well organised.	Timetable is incomplete or lacks detail.	Timetable is missing or disorganised.
Relevance and Variety of Activities	Chosen activities are relevant to interests and include a good variety (e.g., physical, social).	Activities are relevant with some variety.	Activities are somewhat relevant but repetitive.	Activities are unrelated or not clearly linked to recreational goals.
Consideration of Safety and Resources	Safety and equipment needs are thoroughly addressed and well planned	Most safety and resource needs are considered.	Some safety or equipment considerations are missing.	Little or no consideration of safety or equipment.

Monitoring and Reflection Strategy	A clear and realistic plan for tracking progress and reflecting on experiences is provided.	Monitoring and reflection plan is included but could be more detailed.	Plan for tracking progress is vague or minimal.	No clear plan for tracking or reflecting on progress.

KEY ASSESSMENT: Peer Assessment

Examine how you can make your planned recreational activities more interesting and beneficial as a physical activity programme.

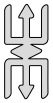
Reflection

Creating a personal plan for recreational activities means making a clear and organised guide to help someone take part in fun and relaxing physical or leisure activities regularly during their free time.

PLC Session 22

45 minutes | **Planning & Reviewing the Learning Plan**

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
   a. explain the week's concepts in a practical way that will make it easier for learners to understand
   b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
   a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
   b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
   c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



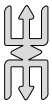
Note

- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

4. Plan the week's key assessment with your app
   a. The key assessment for the week is ***peer assessment***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the assessment (NTS 3k-3q).

10 minutes **Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
   a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
   b. all teachers in the group work through a similar problem individually for 3–4 minutes
   c. the group then works through the problem together step by step
   d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- *This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?*
- *If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.*
- *Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.*

30 minutes **Enactment**

6. Enact a teaching activity based on your learning plan (NTS la-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).
   a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
   b. After the enactment, ask for structured feedback from the group
      i. was the concept explained in a way that a learner with no prior knowledge could follow?
      ii. were the examples grounded in contexts familiar to Ghanaian learners?
      iii. did any misconceptions surface and if so, how were they addressed?

5 minutes **Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
   a. transfer your chats into your learning planner template.
   b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
   c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Section 4: Part Two Review

In Weeks 21 and 22, learners were exposed to the value of recreational activities and how to plan personally for regular participation. These lessons aimed to help learners appreciate the role recreation plays in promoting overall well-being and to equip them with the skills needed to organise and maintain healthy recreational habits. The learning approach combined class discussions, personal reflection, and group-based practical activities to ensure learners could apply what they learned in real-life situations.

Week 21, during this week, learners explored the various advantages that come from taking part in recreational activities. Through guided discussions and examples, they discovered that recreation is not just about having fun, it is also important for maintaining good physical, emotional, and mental health. Learners identified how participating in regular physical activities such as traditional games, dance, or sports helps improve body strength, flexibility, and stamina. They also learned that recreational activities are helpful in relieving stress, boosting mood, and building confidence.

The social benefits of recreation were also highlighted. Learners came to understand that spending time with peers through games and shared activities strengthens friendships and builds communication and teamwork skills. Many learners reflected on personal experiences where recreational activities helped them feel more focused at school or more connected to their community. These discussions helped learners form a strong connection between what they do for fun and how it benefits their overall growth and well-being.

In week 22, learners moved from understanding the benefits of recreation to learning how to make it a regular part of their lives. They were introduced to the idea of developing a personal plan to guide their participation in recreational activities. To do this effectively, learners first assessed their personal interests, available time, and fitness levels. They also identified possible challenges that could prevent them from participating regularly, such as a lack of time, equipment, or support.

Learners then learned how to set SMART goals. Each learner was guided to choose activities they enjoyed, determine how often they would engage in them, and decide on suitable times and places for those activities. They also considered safety measures and what support or resources they might need, such as space, equipment, or a partner.

An important part of this week's lesson was the use of peer assessment. After creating their personal plans in small groups, learners exchanged them with their peers and used a rubric to assess each other's work. They gave positive feedback and shared helpful suggestions for improvement. This not only strengthened their plans but also taught them how to reflect and support others. The exercise ended with learners presenting their plans and reflecting on how their chosen activities could help them stay healthy, manage stress, and enjoy their free time more meaningfully. Through these two weeks, learners developed a deeper understanding of recreation and gained practical skills in goal setting, planning, time management, and self-reflection. They are now better prepared to make recreational activities a regular and beneficial part of their daily lives.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 21

Table 1: Marking scheme (20 marks)

Suggest four traditional activities that can be used as recreational activities. *Explain how they can benefit adolescents who engage in them.*	*Identification of 4 appropriate traditional activities 4 marks* *Clear explanation of each activity 4 marks* *Identification of three benefits for each activity. 12 marks (up to 3 marks per activity).* *Sample Answers* *Ampe: Ampe is a traditional Ghanaian game played mostly by girls but are enjoyed by boys too. It involves two or more players, often in an open space. Players face each other and take turns leading. The game starts with both players clapping their hands in unison, then jumping up and landing simultaneously. Each player extends one leg in front of them immediately upon. Landing. The outcome is based on whether the two players extend the same or different legs.* *Benefits* • *Encourages physical activity, improving cardiovascular health and fitness.* • *Promotes social interaction and teamwork among adolescents.* • *Enhances coordination and rhythm through the clapping and jumping sequences.* *Oware (Traditional board game): Oware is a strategy-based game played with seeds or stones in a wooden board. It is played on a wooden board with two rows of six holes (called 'houses'or 'pits'), making a total of twelve pits. Each player controls one row of six pits. A total of 48 seeds, beads, or stones are used in the game, with four placed in each pit at the start. The main goal is to capture more seeds than the opponent by the end of the game.* *Benefits* • *Stimulates critical thinking and problem-solving skills.* • *Encourages patience and concentration.* • *Provides a screen-free recreational option, promoting mental well-being.*	*20 marks*

	Traditional Dancing (e.g. Kpanlogo, Adowa): *Traditional dance is a culturally rooted dance movements and styles that are passed down through generations within a particular ethnic group or community. These dances are often performed during festivals, ceremonies, rites of passage, and social gatherings, and they serve both expressive and functional purposes within each culture. They are usually accompanied by drumming, singing, clapping, or the use of traditional instruments such as the talking drum, gong, or flute. Each ethnic group in Ghana (and across Africa) has its own unique traditional dances.* *Benefits* • *Provides aerobic exercise, helping with weight control and fitness.* • *Enhances cultural identity and pride, connecting adolescents to their heritage.* • *Offers an outlet for emotional expression and stress relief.* *Tug of War: Tug of war is a strength-based team game where two teams pull on opposite ends of a rope with the aim of pulling the other team across a designated line or marker. A long, strong rope is used, with a mark or flag tied in the middle to indicate the centre. The rope is laid out on the ground with a centre line and two boundary lines (usually equal distances from the centre). Two teams, normally with equal numbers of players, position themselves on either end of the rope. On a signal (usually a whistle or shout of Go), both teams pull with all their strength, trying to drag the opposing team past the boundary line. The team that successfully pulls the middle marker past their line wins the round.*	
	Benefits • *Builds muscle strength and endurance.* • *Promotes teamwork, communication, and leadership skills.* *Fosters healthy competition and sportsmanship among peers.*	

WEEK 22

Table 2: Scoring Rubric (20 marks)

Criteria	Excellent (4 marks)	Very Good (3 marks)	Satisfactory (2 marks)	Needs Improvement (1 mark)
Explanation of ideas	*Gave clear, detailed ideas with strong explanations.*	*Gave good ideas with some clear explanation.*	*Gave a few ideas but didn't explain them well.*	*Gave little or unclear explanation.*
Interesting suggestions	*Suggestions are fun, new, and exciting.*	*Suggestions are good and somewhat creative.*	*Some ideas are a bit boring or common.*	*Suggestions are dull or not useful.*
Health and fitness link	*Clearly shows how activities help health and fitness.*	*Shows some understanding of health benefits.*	*Only a few weak links to health or fitness.*	*No clear link to fitness or health benefits.*
Can the plan work?	*Ideas are easy to do, realistic, and make sense.*	*Most ideas can work and make sense.*	*Some ideas are hard to do or not clear.*	*Ideas don't make sense or are too hard to do.*
Clear and order writing	*Well-organised and easy to understand.*	*Mostly clear and in a good order.*	*A bit confusing or mixed-up.*	*Very hard to follow or disorganised.*

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