

GHANA EDUCATION SERVICE
(MINISTRY OF EDUCATION)



REPUBLIC OF GHANA

**PHYSICAL EDUCATION
CURRICULUM FOR PRIMARY SCHOOLS
(BASIC I - 6)**

SEPTEMBER 2019



Physical Education Curriculum for Primary Schools

Enquiries and comments on this Curriculum should be addressed to:

The Executive Secretary

National Council for Curriculum and Assessment (NaCCA)

Ministry of Education

P. O. Box CT PM 77

Cantonments

Accra

Telephone: 0302909071, 0302909862

Email: info@nacca.gov.gh

Website: www.nacca.gov.gh



Ministry of Education
Ghana

© 2019 National Council for Curriculum and Assessment (NaCCA).
This publication is not for sale. All rights reserved. No part of this
publication may be reproduced without prior written permission
of the Ministry of Education, Ghana.



Foreword

The new curriculum for Ghana's primary schools, dubbed — *curriculum for change and sustainable development* — is standards-based, which is our demonstration of placing learning at the heart of every classroom and ensuring that every learner receives quality education. Provision of accessible quality education for all is non-negotiable if we are to meet the human capital needs of our country, required for accelerated sustainable national development. It is for this reason that the new curriculum sets out clearly the learning areas that need to be taught, how they should be taught and how they should be assessed. It provides a set of core competencies and standards that learners are to know, understand and demonstrate as they progress through the curriculum from one content standard to the other and from one phase to the next. The curriculum and its related teachers' manual promote the use of inclusive and gender responsive pedagogy within the context of learning-centred teaching methods so that every learner can participate in every learning process and enjoy learning. The curriculum encourages the use of information communication technologies (ICTs) for teaching and learning - ICTs as teaching and learning material (TLM).

The *curriculum for change and sustainable development* has at its heart the acquisition of skills in the 4Rs of Reading, wRiting, aRithmetic and cReativity by all learners. It is expected that at any point of exit from a formal education, all learners should be equipped with these foundational skills for life, which are also prerequisites for Ghana becoming a learning nation. The graduates from the school system should become functional citizens in the 4Rs and lifelong learners. They should be digital literates, critical thinkers and problem solvers. The education they receive through the study of the learning areas in the curriculum should enable them to collaborate and communicate well with others and be innovative. The graduates from Ghana's schools should be leaders with high a sense of national and global identity. The curriculum therefore provides a good opportunity in its design to develop individuals with the right skills and attitudes to lead the transformation of Ghana into an industrialised learning nation.

For this reason, the Ministry of Education expects that learners, as a result of the new knowledge, skills and values they have acquired through the new curriculum, will show a new sense of identity as creative, honest and responsible citizens. These are our core values that underpin the identification and selection of the learning areas for this curriculum. These core values serve as fundamental building blocks for developing into our learners the spirit of teamwork, respect, resilience and the commitment to achieving excellence. The Ministry endorses a *quality learning experience* as an entitlement for each of Ghana's school-going girl and boy; *the curriculum for change and sustainable development* has rightly focused on learning and learning progression. The Ministry has also endorsed accountability as a critical domain for effective workings of standards-based curriculum.

More importantly the role of the teacher is to make this curriculum work for the intended purpose - to inculcate in learners the core competencies and values and to make learning happen; improve learning outcomes – and the support that teachers need is duly recognised and endorsed by my Ministry. The Ministry will support the implementation of the curriculum to include capacity development of all teachers in the new curriculum. Teachers matter in the development and delivery of the standards-based curriculum and we will continue to support our teachers on this journey that we have started together to put learning at the centre of what we do best; teach!

I thank all those who have contributed their time and expertise to the development of this *curriculum for change and sustainable development* for the primary schools of Ghana.

Dr. Matthew Opoku Prempeh (MP)
The Honourable Minister of Education

TABLE OF CONTENTS

FOREWORD.....	iii
RATIONALE FOR PHYSICAL EDUCATION	viii
PHILOSOPHY.....	viii
GENERAL AIM	viii
SUBJECT AIMS.....	viii
CORE COMPETENCES.....	ix
LEARNING DOMAINS (EXPECTED LEARNING BEHAVIOURS).....	x
KNOWLEDGE, UNDERSTANDING AND APPLICATION.....	x
SKILLS AND PROCESSES.....	xii
ATTITUDES AND VALUES.....	xii
VALUES:.....	xiii
ASSESSMENT.....	xiv
SUGGESTED TIME ALLOCATION	xv
PEDAGOGICAL APPROACHES.....	xv
ANNOTATION	xx
ORGANISATION OF THE CURRICULUM.....	xx
CURRICULUM REFERENCE NUMBERS.....	xxi
SCOPE AND SEQUENCE	xxii
SCOPE AND SEQUENCE SHOWING STRANDS AND THE SUB STRANDS FOR PHYSICAL EDUCATION	xxii
BASIC ONE.....	2
STRAND I: MOTOR SKILLS AND MOVEMENT PATTERNS.....	2

STRAND 2: MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	11
STRAND3: PHYSICAL FITNESS	13
STRAND 4: PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES.....	
STRAND 5: VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	15
BASIC TWO.....	16
STRAND 1: MOTOR SKILLS AND MOVEMENT PATTERNS.....	17
STRAND 2: MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	23
STRAND3: PHYSICAL FITNESS	25
STRAND 4: PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES.....	26
STRAND 5: VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	
BASIC THREE.....	30
STRAND 1: MOTOR SKILLS AND MOVEMENT PATTERNS.....	30
STRAND 2: MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	36
STRAND3: PHYSICAL FITNESS	38
STRAND 4: PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES.....	40
STRAND 5: VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	42
BASIC FOUR	44
STRAND 1: MOTOR SKILLS AND MOVEMENT PATTERNS.....	44
STRAND 2: MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	48
STRAND3: PHYSICAL FITNESS	50
STRAND 4: PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES.....	52
STRAND 5: VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	54
BASIC FIVE.....	57
STRAND 1: MOTOR SKILLS AND MOVEMENT PATTERNS.....	57

STRAND 2: MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	63
STRAND3: PHYSICAL FITNESS	64
STRAND 4: PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES.....	65
STRAND 5: VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	67
BASIC SIX.....	69
STRAND 1: MOTOR SKILLS AND MOVEMENT PATTERNS.....	69
STRAND 2: MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	75
STRAND3: PHYSICAL FITNESS	77
STRAND 4: PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES.....	79
STRAND 5: VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	81
APPENDIX:.....	76
GLOSSARY	82
SUGGESTED EQUIPMENT/MATERIALS	89
READING LIST	89
PHYSICAL EDUCATION SUBJECT PANEL MEMBERS AND REVIEWERS.....	91

RATIONALE FOR PHYSICAL EDUCATION

The teaching and learning of Physical Education is based on principles from Science, Psychology, Sociology and Movement education. Physical Education programme is an integral part of the total education of every child for holistic development and well-being, from kindergarten to senior high school. Quality Physical Education programmes are needed to increase the physical competence, health-related fitness, self-responsibility, stress management, recreation and enjoyment of physical activities for all learners including those with learning or physical disabilities are environmentally or culturally deprived and the gifted so that they can be physically active for life. They are also needed for an increase in productivity, reduction of national revenue on health, absenteeism, corruption, etc. However, Physical Education programmes can only be beneficial to learners and society if they are well planned, implemented and managed.

PHILOSOPHY

The teaching and learning of Physical Education is based on constructivist and fitness models.

Teaching Philosophy

Physical Education guides learners discover and develop knowledge, skills, attitude, values, fitness, health and social responsibility through interaction with the environment. Through the study of and the experience that learners are exposed to in Physical Education and Health, they will become honest, creative, critical thinkers and responsible citizens.

Learning Philosophy

Physical Education Curriculum focuses on building the character of the learners, guiding them using social constructivist approach so that they are able to create knowledge themselves, use such knowledge for the betterment of self and the society in which they live. The Physical Education graduate must demonstrate values such as respect, appreciation of diversity of Ghana's societies, equity and fairness, commitment to excellence, teamwork and collaboration and truth and integrity.

General Aim

The curriculum is aimed to develop individuals who are literate, good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in the Ghanaian society as responsible local and global citizens.

Subject Aims

The national standard-based Physical Education curriculum aims to ensure that all learners:

1. lead healthy and active life-styles;
2. develop competence to excel in a broad range of physical activities, athletics, games, and sports(career opportunities);
3. engage in competitive athletics, games, sports and physical activities;
4. become confident and responsible persons in all walks of life;
5. develop mental, moral, social and spiritual capabilities;
6. appreciate healthy competition in athletics, games and sports;
7. acquire knowledge of the value of physical activity; and
8. develop an appreciation for diversity.

CORE COMPETENCIES

The core competencies describe a body of skills that teachers at all levels should seek to develop in their learners. They are ways in which teachers and learners engage with the subject matter as they learn the subject. The competencies presented here describe a connected body of core skills that are acquired throughout the processes of teaching and learning.

CRITICAL THINKING AND PROBLEM SOLVING (CP)

This skill develops learners' cognitive and reasoning abilities to enable them analyse and solve problems. Critical thinking and problem solving skill enables learners to draw on their own experiences to analyse situations and choose the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

CREATIVITY AND INNOVATION (CI)

Creativity and Innovation promotes entrepreneurial in learners skills through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand. It requires ingenuity of ideas, arts, technology and enterprise. Learners having this skill are also able to think independently and creatively.

COMMUNICATION AND COLLABORATION (CC)

This competence promotes in learners the skills to make use of languages, symbols and texts to exchange information about themselves and their life experiences. Learners actively participate in sharing their ideas. They engage in dialogue with others by listening to and learning from them. They also respect and value the views of others.

CULTURAL IDENTITY AND GLOBAL CITIZENSHIP (CG)

This competence involves developing learners to put country and service foremost through an understanding of what it means to be active citizens. This is done by inculcating in learners a strong sense of social and economic awareness. Learners make use of the knowledge, skills, competences and attitudes acquired to contribute effectively towards the socioeconomic development of the country and on the global stage. Learners build skills to critically identify and analyse cultural and global trends that enable them to contribute to the global community.

PERSONAL DEVELOPMENT AND LEADERSHIP (PL)

This competence involves improving self-awareness and building self-esteem. It also entails identifying and developing talents, fulfilling dreams and aspirations. Learners are able to learn from mistakes and failures of the past. They acquire skills to develop other people to meet their needs. It involves recognising the importance of values such as honesty and empathy and seeking the well-being of others. Personal development and leadership enables learners to distinguish between right and wrong. The skill helps them to foster perseverance, resilience and self-confidence. PL helps them acquire the skill of leadership, self-regulation and responsibility necessary for lifelong learning.

DIGITAL LITERACY (DL)

Digital Literacy develop learners to discover, acquire, and communicate through ICT to support their learning. It also makes them use digital media responsibly.

LEARNING DOMAINS (EXPECTED LEARNING BEHAVIOURS)

A central aspect of this curriculum is the concept of three integral learning domains that should be the basis for instruction and assessment. These are

- Knowledge, Understanding and Application

- Process Skills
- Attitudes and Values

KNOWLEDGE, UNDERSTANDING AND APPLICATION

Under this domain, learners may acquire some knowledge through some learning experiences. They may also show understanding of concepts by comparing, summarising, re-writing etc. in their own words and constructing meaning from instruction. The learner may also apply the knowledge acquired in some new contexts. At a higher level of learning behaviour, the learner may be required to analyse an issue or a problem. At a much more higher level, the learner may be required to synthesize knowledge by integrating a number of ideas to formulate a plan, solve a problem, compose a story, or a piece of music. Further, the learners may be required to evaluate, estimate and interpret a concept. At the last level, which is the highest, learners may be required to create, invent, compose, design and construct. These learning behaviours “knowing”, “understanding”, “applying”, “analysing”, “synthesising”, “evaluating” and “creating” fall under the domain “Knowledge, Understanding and Application”.

In this curriculum, learning indicators are stated with action verbs to show what the learner should know and be able to do. For example, the learner will be able to describe something. Being able to “describe” something after teaching and learning has been completed means that the learner has acquired “knowledge”. Being able to explain, summarise, and give examples etc. means that the learner has understood the concept taught.

Similarly, being able to develop, defend, etc. means that the learner can “apply” the knowledge acquired in some new context. You will note that each of the indicators in the curriculum contains an “action verb” that describes the behaviour the learner will be able to demonstrate after teaching and learning has taken place. “Knowledge, Understanding and Application” is a domain that should be the prime focus of teaching and learning in schools. Teaching in most cases has tended to stress knowledge acquisition to the detriment of other higher level behaviours such as applying knowledge.

Each action verb in any indicator outlines the underlying expected outcome. Each indicator must be read carefully to know the learning domain towards which you have to teach. The focus is to move teaching and learning from the didactic acquisition of “knowledge” where there is fact memorisation, heavy reliance on formulae, remembering facts without critiquing them or relating them to real world – **surface learning** – to a new position called – **deep learning**. Learners are expected to deepen their learning by knowledge application to develop critical thinking skills, explain reasoning, and to generate creative ideas to solve real life problems in their school lives and later in their adult lives. This is the position where learning becomes beneficial to the learner.

The explanation and the key words involved in the “Knowledge, Understanding and Application” domain are as follows:

- Knowing:** The ability to remember, recall, identify, define, describe, list, name, match, state principles, facts, concepts. Knowledge is the ability to remember or recall material already learned and this constitutes the lowest level of learning.
- Understanding:** The ability to explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.
- Applying:** This dimension is also referred to as “Use of Knowledge”. Ability to use knowledge or apply

knowledge, apply rules, methods, principles, theories, etc. to situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, discover etc.

- Analysis:** The ability to break down material/information into its component parts; to differentiate, compare, distinguish, separate, identify significant points etc., ability to recognise unstated assumptions and logical fallacies; ability to recognise inferences from facts etc.
- Synthesising:** The ability to put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, organise, create, generate new ideas and solutions etc.
- Evaluating:** The ability to appraise, compare features of different things and make comments or judgment, compare, contrast, criticise, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some material based on some criteria.
- Creating:** The ability to use information or materials to plan, compose, produce, manufacture or construct other products. From the foregoing, creation is the highest form of thinking and learning skill and is therefore the most important behaviour. This unfortunately is the area where most learners perform poorly. In order to get learners to develop critical thinking and behavioural skills beginning right from the lower primary level, it is advised that you do your best to help your learners to develop analytic and application skills as we have said already.

SKILLS AND PROCESSES

Skills are specific activities or tasks that indicate performance or proficiency in a given learning area. They are useful benchmarks for planning lessons, developing exemplars and are the core of inquiry-based learning. Processes are various ways we think about or and interact with objects or materials in order to understand new scientific ideas and concepts. By using these skills students are able to come out with information, test their and construct their own scientific explanation of the world.

- Catching:** Refers to stopping or controlling a moving object using the hands.
- Galloping:** A step together in a forward direction with the same foot always leading.
- Hopping:** Propelling the body up and down on the same foot.
- Interpreting:** Ability to explain and communicate the process and outcome of their performance.
- Jumping:** Taking off with both feet and landing on both feet.
- Kicking:** Striking an object with the foot to a target.
- Measuring/recording:** Assessing individuals performance and keeping records to track the progress of learning.

- Running:** Rapid movement which involves both feet off the ground at a time before contacting the ground in alternation from one place to another.
- Skipping:** A series of step-hop on one foot and then the other.
- Throwing:** Propelling an object into space through the movement of the arm and the total coordination of the body.
- Travelling:** Movement of the body from one point to another.
- Volleying:** Strike a ball upward with the foot or hand while in air.
- Predicting:** Estimate the outcome of their actions or performance.

ATTITUDES AND VALUES

To be effective, competent and reflective citizens, who will be willing and capable of solving personal and societal problems, learners should be exposed to situations that challenge them to raise questions and attempt to solve problems. Learners therefore need to acquire positive attitudes, values and psychosocial skills that will enable them participate in debates and take a stand on issues affecting them and others. The physical education curriculum thus focuses on the development of attitudes and values.

Attitudes

- i. **Curiosity:**
The inclination or feeling toward seeking information about how things work in a variety of fields.
- ii. **Perseverance:**
The ability to pursue a problem until a satisfying solution is found.
- iii. **Flexibility in ideas:**
Willingness to change opinion in the face of more plausible evidence
- iv. **Respect for Evidence:**
Willingness to collect and use data in one's investigation, and also have respect for data collected by others.
- v. **Reflection:**
The habit of critically reviewing ways in which an investigation has been carried out to see possible faults and other ways by which the investigation could be improved upon. The teacher should endeavour to ensure that learners cultivate the above attitudes and process skills as a prelude to effective academic work.

VALUES

At the heart of this curriculum is the belief in nurturing honest, creative and responsible citizens. As such, every part of this curriculum, including the related pedagogy should be consistent with the following set of values.

Respect: This includes respect for the nation of Ghana, its institutions and laws and the culture and respect among its citizens and friends of Ghana.

Diversity: Ghana is a multicultural society in which every citizen enjoys fundamental rights and responsibilities. Learners must be taught to respect the views of all persons and to see national diversity as a powerful force for nation development. The curriculum promotes social cohesion.

Equity: The socio-economic development across the country is uneven. Consequently, it is necessary to ensure an equitable distribution of resources based on the unique needs of learners and schools. Ghana's learners are from diverse backgrounds, which require the provision of equal opportunities to all, and that all strive to care for each other both personally and professionally.

Commitment to achieving excellence: Learners must be taught to appreciate the opportunities provided through the curriculum and persist in doing their best in whatever field of endeavour as global citizens. The curriculum encourages innovativeness through creative and critical thinking and the use of contemporary technology.

Teamwork/Collaboration: Learners are encouraged to become committed to team-oriented working and learning environments. This also means that learners should have an attitude of tolerance to be able to live peacefully with all persons.

Truth and Integrity: The curriculum aims to develop learners into individuals who will consistently tell the truth irrespective of the consequences. In addition, be morally upright with the attitude of doing the right thing even when no one is watching. Also, be true to themselves and be willing to live the values of honesty and compassion. Equally important, the ethos or culture of the work place, including integrity and perseverance, must underpin the learning processes to allow learners to apply skills and competences in the world of work.

The action verbs provided under the various profile dimensions should help you to structure your teaching to achieve desired learning outcomes. Select from the action verbs provided for your teaching, for evaluation exercises and for test construction.

ASSESSMENT

Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning.

In this curriculum, it is suggested that assessment is used to promote learning. Its purpose is to identify the strengths and weaknesses of learners to enable teachers ascertain their learner's response to instruction.

Assessment is both formative and summative. Formative assessment is viewed in terms of Assessment **as** learning and Assessment **for** learning.

Assessment *as* learning: Assessment as learning relates to engaging learners to reflect on the expectations of their learning. Information that learners provide the teacher forms the basis for refining teaching-learning strategies. Learners are assisted to play their roles and to take responsibility of their own learning to improve performance. Learners set their own goals and monitor their progress.

Assessment *for* learning: This also known as formative assessment. It is an approach used to monitor learner’s progress and achievement. This occurs throughout the learning process.

The teacher employs assessment for learning to seek and interpret evidence which serves as timely feedback to refine their teaching strategies and improve learners’ performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn.

Assessment *of* learning: This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period of time. The emphasis is to evaluate the learner’s cumulative progress and achievement.

It must be emphasised that all forms of assessment should be based on the domains of learning. In developing assessment procedures, try to select indicators in such a way that you will be able to assess a representative sample from a given strand. Each indicator in the curriculum is considered a criterion to be achieved by the learners. When you develop assessment items or questions that are based on a representative sample of the indicators taught, the assessment is referred to as a “Criterion-Referenced Assessment”. In many cases, a teacher cannot assess all the indicators taught in a term or year. The assessment procedure you use i.e. class assessments, homework, projects etc. must be developed in such a way that the various procedures complement one another to provide a representative sample of indicators taught over a period.

SUGGESTED TIME ALLOCATION

A total of **two** periods a week, each period consisting of thirty minutes, is allocated to the teaching of Physical Education at the Primary level. It is recommended that the two teaching periods should be practical.

PEDAGOGICAL APPROACHES

These include the approaches, methods and strategies for ensuring that every learner benefits from appropriate and relevant teaching and learning episodes which are timely assessed and feedback provided to the learner and other stakeholders such as parents and education authorities. It includes the type and use of appropriate and relevant teaching and learning resources to ensure that all learners attain the expected level of learning outcomes. The curriculum emphasises:

- The creation of learning-centred classrooms through the use of creative approaches to teaching and learning as strategies to ensuring learner empowerment and independent learning.
- the positioning of inclusion and equity at the centre of quality teaching and learning.
- the use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind
- the use of Information Communications Technology (ICT) as a pedagogical tool.
- the identification of subject specific instructional expectations needed for making learning in the subject relevant to learners

- the integration of assessment for learning, as learning and of learning into the teaching and learning process and as an accountability strategy
- use questioning techniques that promote deepen learning

LEARNING-CENTRED PEDAGOGY

The learner is at the centre of learning. At the heart of the curriculum is learning progression and improvement of learning outcomes for Ghana's young people with a focus on the 4Rs – Reading, wRiting, aRithmetic and cReativity. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with his/her cohort. At the primary school, the progression phases are: pre-primary (KGI – 2), primary phases (B1 – B3 and B4 to B6).

The curriculum encourages the creation of a learning-centred classroom with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning centred classroom is a place for the learners to discuss ideas and through the inspiration of the teacher actively engage in looking for answers through working in groups to solve problems. This also includes researching for information and analysing and evaluating the information obtained. The aim of the learning-centred classroom approach is to develop learner autonomy so that learners can take ownership of their learning. It provides the opportunity for deep and profound learning to take place.

The teacher should create a learning atmosphere that ensures:

- Learners feel safe and accepted.
- Learners are given frequent opportunities to interact with varied sources of information, teaching and learning materials and ideas in a variety of ways.
- The teacher assumes the position of a facilitator or coach who: Helps learners to identify a problem suitable for investigation via project work.
- Problems are connected to the context of the learners' world so that it presents authentic opportunities for learning.
- Subject matter around the problem, not the discipline.
- Learners responsibly define their learning experience and draw up a plan to solve the problem in question.
- Learners collaborate whilst learning.
- Demonstrate the results of their learning through a product or performance.

It is more productive for learners to find answers to their own questions rather than for teachers to provide the answers and their opinions in a learning-centred classroom.

INCLUSION

Inclusion entails access and learning for all learners especially those disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that the learners' right to equal access to quality education is being met. The curriculum suggests a variety of approaches that address learners' diversity and their special needs in the learning process. These approaches when used in lessons, will contribute to the full development of the learning potential of every learner. Learners have individual needs and different learning styles, learning experiences and different levels of motivation for learning. Planning, delivery and reflection on daily learning episodes should take these differences into consideration. The curriculum therefore promotes:

- learning that is linked to the learner's background and to their prior experiences, interests, potential and capacities;

- learning that is meaningful because it aligns with learners' ability (e.g. learning that is oriented towards developing general capabilities and solving the practical problems of everyday life); and
- The active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance in the process and also enabling them to assess their own learning outcomes.

DIFFERENTIATION AND SCAFFOLDING

This curriculum is to be delivered through the use of creative approaches. Differentiation and Scaffolding are pedagogical approaches to be used within the context of the creative approaches.

Differentiation is a process by which differences between learners (learning styles, interest and readiness to learn etc.) are accommodated so that all students in a group have best possible chance of learning. Differentiation could be by task, support and outcome. Differentiation as a way of ensuring each learner benefits adequately from the delivery of the curriculum can be achieved in the classroom through:

- Task
- One-on-one support
- Outcome

Differentiation by task involves teachers setting different tasks for learners of different ability e.g. in sketching the plan and shape of their classroom some learners could be made to sketch with free hand while others would be made to trace the outline of the plan of the classroom.

Differentiation by support involves the teacher providing a targeted support to learners who are seen as performing below expected standards or at risk of not reaching the expected level of learning outcome. This support may include a referral to a Guidance and Counselling Officer for academic support.

Differentiation by outcome involves the teacher allowing learners to respond at different levels. In this case, identified learners are allowed more time to complete a given task.

Scaffolding in education refers to the use of a variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately greater independence in the learning process.

It involves breaking up the learning episode, experience or concepts into smaller parts and then providing learners with the support they need to learn each part. The process may require a teacher assigning an excerpt of a longer text to learners to read, engage them to discuss the excerpt to improve comprehension of its rationale, then guiding them through the key words/vocabulary to ensure learners have developed a thorough understanding of the text before engaging them to read the full text. Common scaffolding strategies available to the teacher include:

- giving learners a simplified version of a lesson, assignment, or reading, and then gradually increasing the complexity, difficulty, or sophistication over time.
- describing or illustrating a concept, problem, or process in multiple ways to ensure understanding.
- giving learners an exemplar or model of an assignment, they will be asked to complete.
- giving learners a vocabulary lesson before they read a difficult text.
- clearly describing the purpose of a learning activity, the directions learners need to follow, and the learning goals they are expected to achieve.
- explicitly describing how the new lesson builds on the knowledge and skills learners were taught in a previous lesson.

INFORMATION AND COMMUNICATION TECHNOLOGY

ICT has been integrated into this curriculum as a teaching and learning tool to enhance deep and independent learning. Some of the expected outcomes that this curriculum aims to achieve through ICT use for teaching and learning are:

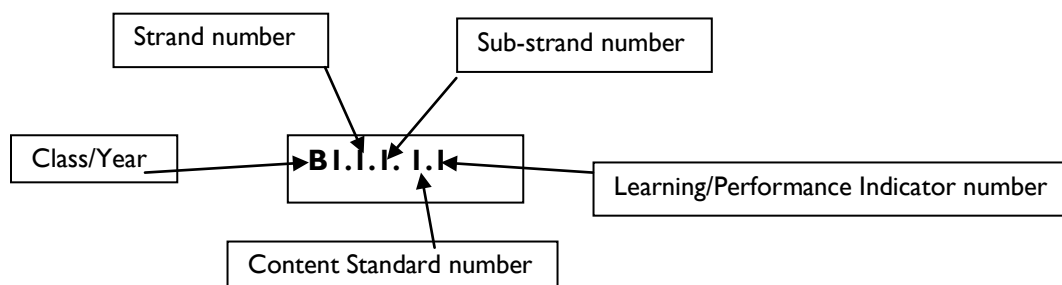
- improved teaching and learning processes.
- improved consistency and quality of teaching and learning.
- increased opportunities for more learner-centred pedagogical approaches.
- improved inclusive education practices by addressing inequalities in gender, language, ability.
- improved collaboration, creativity, higher order thinking skills.
- enhanced flexibility and differentiated approach of delivery.

The use of ICT as a teaching and learning tool is to provide learners an access to large quantities of information online. It also provides the framework for analysing data to investigate patterns and relationships in a geographical context. Once pupils have made their findings, ICT can then help them organise, edit and present information in many different ways.

Learners need to be exposed to the various ICT tools around them including calculators, radios, cameras, phones, television sets and computer and related software like Microsoft Office packages – Word, PowerPoints and Excel as teaching and learning tools. The exposure that learners are given at the Primary School level to use ICT in exploring learning will build their confidence and will increase their level of motivation to apply ICT use in later years, both within and outside of education. ICT use for teaching and learning is expected to enhance the quality and learners' level of competence in the 4Rs.

Curriculum Reference numbers

A unique annotation used for numbering the strands, sub-strands, content standards and indicators in the curriculum for the purpose of easy referencing is shown below:



Strand 1: Motor Skills and Movement Pattern		
Sub-strand 2: Manipulative Skills		
B1	B2	B3
B1.1.1.1.1: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)	B2.1.1.1.1: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)	B3.1.1.1.1: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)
B1.1.3.1.3: Roll a ball from stationary position using hands.	B2.1.2.1.2: Forward and backward skip without a rope.	B3.1.13.1.17: Roll forward from standing position many times to a distance in a round form.

ANNOTATION

A unique annotation is used to label the class, strands, sub-strands, content standards and learning indicators in the curriculum for the purpose of easy referencing. The annotation is defined in figure 1:

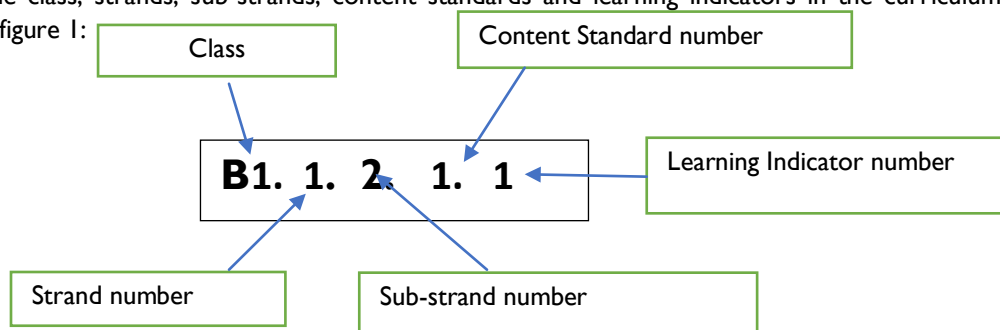


Figure 1: Curriculum Reference Numbers

ORGANISATION OF THE CURRICULUM

The curriculum is organised under key headings and class as below:

Strands are the broad areas/sections of the history curriculum to be studied.

Sub-strands are larger groups of related indicators. Indicators from sub-strands may sometimes be closely related.

Content Standards refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.

Indicators is a clear outcome or milestone that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.

Exemplar refers to support and guidance which clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities could be taken, to support the facilitators/teachers in the delivery of the curriculum.

The table below shows the scope and sequence of the strands addressed at the B1 – B6 phase. The remaining part of the document presents the details of the standards and indicators for each grade level,

CURRICULUM REFERENCE NUMBERS

Example: B1.2.3.4.1

ANNOTATION	MEANING / REPRESENTATION
BI.	YEAR OR CLASS
1	STRAND NUMBER
2	SUB-STRAND NUMBER
3	CONTENT STANDARD NUMBER
4	LEARNING/ PERFORMANCE INDICATOR NUMBER

SCOPE AND SEQUENCE

Scope and Sequence Showing Strands and the Sub Strands for Physical Education

STRANDS	SUB STRANDS	B1	B2	B3	B4	B5	B6
1. Motor Skills and Movement Pattern	Locomotor Skills	✓	✓	✓	✓	✓	✓
	Manipulative Skills	✓	✓	✓	✓	✓	✓
	Rhythmic Skills	✓	✓	✓	✓	✓	✓
2. Movement Concepts, Principles, and Strategies	Space Awareness	✓	✓	✓	✓	✓	✓
	Dynamics	✓	✓	✓	✓	✓	✓
	Relationships	✓	✓	✓	✓	✓	✓
	Body Management	✓	✓	✓	✓	✓	✓
	Strategies	✓	✓	✓	✓	✓	✓
3. Physical Fitness	Aerobic Capacity	✓	✓	✓	✓	✓	✓
	Strength	✓	✓	✓	✓	✓	✓
	Endurance	✓	✓	✓	✓	✓	✓
	Flexibility	✓	✓	✓	✓	✓	✓
	Body Composition	✓	✓	✓	✓	✓	✓
4. Physical Fitness Concepts, Principles, and Strategies	Fitness Programmes	✓	✓	✓	✓	✓	✓
	Healthy Diet	✓	✓	✓	✓	✓	✓
	Safety and Injury	✓	✓	✓	✓	✓	✓
	Substances	✓	✓	✓	✓	✓	✓
5. Value and Psycho-Social Concepts, Principles, and Strategies	Self-responsibility	✓	✓	✓	✓	✓	✓
	Social Interaction	✓	✓	✓	✓	✓	✓
	Group Dynamics	✓	✓	✓	✓	✓	✓
	Critical Thinking	✓	✓	✓	✓	✓	✓

BASIC I

BASIC I
Strand I: MOTOR SKILLS AND MOVEMENT PATTERNS
Sub- Strand: LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.1.1.1</p> <p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</p>	<p>BI.1.1.1.1: Travel (move) over, under, in front of, behind, and through objects using locomotor skills (walk, jump, crawl etc.).</p> <ul style="list-style-type: none"> i. Demonstrate to learners how to move over objects and allow them to practice at their own pace. Learners who master the skill should move on to the next activity. ii. Demonstrate how to move under objects and allow learners to practice at their own pace. iii. Learners in pairs, practice moving in front and behind while teacher or partners give the instruction. iv. Learners walk, jog or run through the objects as individuals and as a group. v. Travel over, rearrange, objects (e.g. skittles, cones, etc.) and guide learners to make other movements such as under, in front of, behind, and through objects. vi. Observe learners during practice as individuals and provide them with feedback for correct mastery of the skill. Allow them to progress at their own pace toward mastery. Take them through cool down/warm down activities to end the lesson. <p>BI.1.1.1.2: Jump individually taking off on one foot and on both feet.</p> <p>Exemplar: Learners go through general and specific warm ups. Demonstrate to learners how to jump taking off on one foot and on both feet (show video or pictures of the activities). Guide learners to practice the activity as individuals and in a group at their own pace based on individual differences for mastery.</p>	<p>Personal Development, Leadership Skills: Learners develop these competencies and skills such as agility, flexibility, patience, teamwork etc. as they move over, under, in front of, behind, and through objects individually or in groups.</p> <p>Personal Development, Leadership, Critical Thinking and Collaboration Skills: Learners develop these competencies as they move their body, balance, power to take-off and land and leadership skills like supporting and guiding one another as they go through the activities.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</p> <p>CONT'D</p>	<p>Organise mini long jump and high jump activities by arranging obstacles for learners to jump over for height or distance taking off on one foot or on two feet.</p> <p>Take them through cool down/warm down activities to end your lesson.</p> <p>BI .1.1.1.3: Walking with the arms or hands stretched by sides.</p> <p>Learners jog within demarcated area with their hands stretched sideways to imitate a flying bird to warm their body up. Demonstrate to learners how to walk with arms stretched sideways from one point to the other. Guide learners to walk with their hands stretched sideways as individuals and in a group but let them progress at their own pace. Observe them practice and give them feedback for motivation and correct mastery of skill.</p> <p>Mark lines on the ground and let learners walk on them make the activity challenging and to prevent boredom. Guide learners to cool down to end the lesson.</p>	<p>Personal Development Leadership Skills: Learners develop these competencies and skills such as strength, balance, courage, patience, etc. as they learn how to walk with their arms stretched sideways independently</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</p> <p>CONT'D</p>	<p>BI.1.2.1.1: Roll a ball from stationary position using hands.</p> <p>After taking learners through the general and specific warm ups, demonstrate to learners how to roll a ball from stationary position using hands by placing a ball in front, bending the trunk forward and placing the palm behind the ball. Roll the ball forward while moving from one point to another (from walking to jogging and to running. Guide learners to practice individually and in groups.</p> <p>Observe them practice at their own pace and give corrective feedback for correct skill mastery. Learners can further use bats or sticks to roll the ball to challenge the fast learners.</p> <p>Organise mini games for learners for fun and enjoyment to prevent boredom. Take learners through cool down activities to end the lesson.</p> <p>BI.1.2.1.2: Strike a light ball upward continuously, using arms, hands, and feet.</p> <p>After general and specific warm ups, demonstrate to learners how to strike a ball continuously with their hands and feet:</p> <ol style="list-style-type: none"> 1. Hang light balls on a crossbar 2. Stand in front and strike the ball upwards continuously as it moves back within your reach with your hands and later with your feet. 3. Guide learners to practice as individuals and in groups at their own pace. 4. Let the quick learners toss balls after mastering the skill with the hang balls and strike them with their hands and later with their feet continuously. 5. Organise mini football or volleyball matches for learners to apply the skills for fun and enjoyment. <p>End the lesson with cool down activities.</p>	<p>Personal Development and Leadership Skills: Learners develop these competencies and skills such as flexibility, muscular strength, agility, etc. as well as leadership, creativity and innovation as they practice how to roll a ball with hands from stationary while walking, jogging and running.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</p> <p>CONT'D</p>	<p>BI.1.2.1.3: Strike a light ball upward continuously, using a large, short-handled paddle.</p> <p>After general and specific warm ups, demonstrate to learners how to strike a ball upward continuously using a large, short-handled paddle:</p> <ol style="list-style-type: none"> 1. Stand with shoulders straight holding a ball and short-handled paddle. Toss a ball up and strike it upwards continuously as it drops within your reach with a short-handled paddle or bat. 2. Guide learners to practice as individuals and in groups at their own pace. 3. Organise games for learners in pairs to serve and play a rally for fun and enjoyment <p>End the lesson with cool down.</p> <p>BI.1.2.1.4: Demonstrate the underhand throw pattern.</p> <p>After learners have warmed up, demonstrate the underarm throw pattern by standing with shoulders straight and holding a ball. Swing the hand with the ball backward as you simultaneously step forward with the foot. Swing the hand forward and throw the ball with the palm facing forward. Guide learners to practice as individuals and in groups. Observe them practice and give feedback for correction and motivation.</p> <p>Organise underarm throws for distance or target. Let learners cool down to end the lesson.</p>	<p>Personal Development, Leadership and Critical Thinking Skills: Learners develop competencies and skills such as accuracy, precision, coordination strength, balance, courage, patience, teamwork, fair play, etc. as they practice how to strike light balls upward with their arms, hands and feet.</p> <p>Personal Development Skills: Learners develop personal skills and competencies such as accuracy, precision, coordination strength, balance, courage, patience, teamwork, fair play, etc. as they practice how to strike light balls upward continuously using a large, short-handled paddle.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</p> <p>CONT'D</p>	<p>BI.1.2.1.5: Throw and catch a self-tossed ball.</p> <p>Take learners through warm ups (general and specific). Demonstrate how to throw and catch a self-tossed ball by throwing a ball with two hands up and catch the ball as it drops. Guide learners to practice throw and catch a self-tossed ball as individuals. Let them throw for others to catch.</p> <p>Organise a mini handball/basketball or netball game for learners to apply the skills for fun and enjoyment. End lesson with cool/warm down activities.</p> <p>BI.1.2.1.6: Catch a flying ball above the head.</p> <p>Lead learners through warm ups activities. Demonstrate how to catch a flying ball by stretching the arms forward, fingers opened with thumbs and index fingers close to each other. Let learners throw a ball and step forward to catch it.</p> <p>Guide learners in pairs to throw and catch flying balls in turns whiles you observe and give feedback.</p> <p>Organise a handball, basketball or netball mini game for learners to apply the skills in a real-life situation with fun and enjoyment. End the lesson with cool down activities.</p>	<p>Personal Development and leadership and Skills: Learners develop personal skills and competencies such as throwing and catching, concentration, precision, coordination strength, balance and patience as well as teamwork, tolerance, fair play, communication, creativity etc. as they practice throwing and catching as individuals and in a game situation eg. netball, handball and basketball.</p> <p>Personal Development and Leadership, Skills: Learners develop personal skills and core competencies such as concentration, precision, coordination strength, balance and patience as well as teamwork, tolerance, fair play, communication, creativity etc. through throwing and catching of self-tossed balls as they practice skill.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</p> <p>CONT'D</p>	<p>BI.1.2.1.7: Kick a stationary ball.</p> <p>After warm ups, demonstrate to learners how to kick a ball from stationary. Place a ball at stationary, stand with shoulders straight with the non-kicking leg slightly forward supporting the body's weight. Swing the leg behind forward to kick the ball from stationary. Learners step forward with non-kicking leg to kick a stationary ball to partners based on their capabilities.</p> <p>Organise a mini football game for learners to apply the skills in real life for fun and enjoyment.</p> <p>BI.1.2.1.8: Bouncing and dribbling a ball (continuously) with one hand.</p> <p>Arrange cones in a straight line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones by making a slow and continuous push in a serpentine movement. Guide learners to practices the skill as individuals and in a group while you supervise and give feedback.</p> <p>Organise a mini handball game for learners to apply the skill in real life for fun, enjoyment and skill mastery. Let learners cool down to end the lesson.</p>	<p>Personal Development and Deadership Skill: Through throwing and catching of flying balls above the head, learners will develop personal skills and competencies such as concentration, precision, coordination strength, balance and patience as well as teamwork, tolerance, fair play, communication, creativity etc. as they practice throwing and catching as individuals and in a game situation eg. Netball, handball and basketball.</p> <p>Personal Development and Leadership Skills: Through kicking of a stationary ball, learners will develop personal skills and core competencies such as accuracy, concentration, precision, coordination strength, balance and patience as well as teamwork, tolerance, fairplay, communication, creativity etc. as they practice the activity as individuals and in a game situation eg. Football game.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</p> <p>CONT'D</p>	<p>BI.1.2.1.9: Move the ball forward while dribbling with the hand and with the foot by varying the amount of force (push).</p> <p>Arrange cones in a straight line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones with the hands and later with the feet by making a slow and continuous push in a serpentine movement. Guide learners to practices the skill as individuals and in a group with varying force while you supervise and give feedback. Vary the arrangements of the cone for practice to cater for slow and fast pushes.</p> <p>Organise a mini football game for learners to apply the skill in real life for fun, enjoyment and skill mastery. Let learners cool down to end the lesson.</p> <p>BI.1.2.1.10: Dribble a ball in a forward direction, using the inside of the foot.</p> <p>Arrange cones in a straight line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones by making slow and continuous push in a serpentine movement. Emphasis of forward direction. Guide learners to practices the skill as individuals and in a group while you supervise and give feedback.</p> <p>Organise a mini football game for learners to apply the skill in real life for fun, enjoyment and skill mastery. Let learners cool down to end the lesson.</p>	<p>Personal Development and Leadership Skills: Learners will develop personal skills and core competencies such as agility, concentration, precision, coordination strength, balance and patience as well as teamwork, tolerance, fairplay, communication, creativity etc. as they bouncing and dribbling a ball (continuously) with one hand</p> <p>Personal Development and Leadership, Skills: Learners will develop personal skills and core competencies such as agility, concentration, precision, coordination strength, balance and patience as well as teamwork, tolerance, fairplay, communication, creativity etc. as they practice bouncing and dribbling as individuals and in a game situation eg. Handball and basketball.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</p> <p>CONT'D</p>	<p>BI.1.3.1.1: Marching to a beat (rhythm)</p> <p>After warm ups, demonstrate marching to a beat such as clapping, music (one-one, one-one, etc.). Emphasis on left foot forward and right arm forward alternated movement. Give learners enough time to practice with the beat as individuals and as a group but allow them to progress at their own pace. Observe and give corrective feedback.</p> <p>Organise marching and take a salute for fun and enjoyment. End the lesson with cool down activites.</p> <p>BI.1.3.1.2: Demonstrate a smooth transition between even-beat and uneven-beat locomotor skills in response to music or an external beat.</p> <p>After warm ups, demonstrate walking to an even beat such as clapping, music (one-two, one-two.,etc.) and smooth transition to running when the beat changes to an uneven beat (one,two,three.,etc.).</p> <p>Give learners enough time to practice with the beat as individuals and as a group but allow them to progress at their own pace. Observe and give corrective feedback.</p> <p>Organise walking to jogging or walking to running games for learners to create fun and enjoyment. End the lesson with cool down activities.</p>	<p>Personal Development, Leadership, Critical Thiking Skills: Learners develop skills such as pushing, coordination, agility, precision, etc. through moving (pushing) the ball forward whiles dribbling with hands and feet using varying amount of force as individual and as in a game situation.</p> <p>Personal Development, Leadership Skills: Learners develop these skills such as coordination, reaction time, confidence, etc. through the practice of matching to a beat as individual and as in a game situation.</p> <p>Personal Development, Leadership Skills: Learners develop these skills such as coordination, reaction time, flexibility, etc. through the practice smooth transition between even beat and uneven beat as individual and as in a game situation.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</p> <p>CONT'D</p>	<p>BI.1.3.1.3: Roll in log form from stationary to a distance and back (from lying position).</p> <p>Take learners through general and specific warm ups by jogging while flexing and twisting the parts of the body. Learners spread mats or mattresses in line. Lie on the mat/mattress at the start with legs closed and straight. Arms should be at the side while facing up. Maintain body posture while rolling from the start to the finish. Roll back to the start.</p> <p>Give learners enough time to practice with the beat as individuals and as a group but allow them to progress at their own pace. Observe and give corrective feedback. Organise log roll game for learners to create fun and enjoyment. End the lesson with cool down activities.</p>	<p>Personal Development, Leadership Skills: Learners develop these skills such as flexibility, muscular strength, muscular endurance, coordination, creativity, leadership skills, confidence etc., through the performance of rolling in log form from stationary to a distance and back as individual and as in a game situation.</p>

Strand 2: MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES
Sub-Strand: SPACE AWARENESS, DYNAMICS, RELATIONS, BODY MANAGEMENT AND STRATEGIES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.2.1.2</p> <p>Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p>	<p>BI.2.1.2.1: Identify personal space</p> <p>Give learners a photocopy of a field with a marked space to colour. Give the work to them as a project.</p> <p>BI.2.2.2.1: Distinguish between a jog and a run; a hop and a jump; and a gallop and a slide.</p> <p>Demonstrate the pair of movements and ask learners to distinguish them by their names. For example, a jog and a run. Let them do this at the end of a related practical lesson.</p> <p>BI.2.3.2.1: Explain the key differences and similarities in jog and a run, a hop and a jump, and a gallop and a slide.</p> <p>Demonstrate the movements (eg. hop and jump) and guide learners to identify their similarities during practical lessons as both involve take-off, landing, gaining height and distance.</p>	<p>Communication and Collaboration Skills: Learners develop personal and communication skills such as speaking, listening, etc., as the teacher demonstrates and explains the concepts to them.</p> <p>Communication, Collaboration and Critical Thinking Skills: Learners develop communication skills such as speaking, listening, and acquisition of new concepts, principles, strategies, etc., as the teacher demonstrates and explains the concepts to them during practice.</p> <p>Communication and Collaboration Skills: Learners develop communication skills as speaking, listening, and acquisition of new concepts, principles, strategies, etc., as the teacher demonstrates and explains the concepts to them during practice.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p> <p>CONT'D</p>	<p>BI.2.4.2.1: Identify body parts</p> <p>Guide learners to identify parts of the body. Point at the body parts such as the head and let them mention the parts they use in performing physical activities.</p> <p>Project. Label the body parts with the following names (head, hand, leg, neck and chest).</p> <p>BI.2.5.2.1: Identify the base of support of balanced objects.</p> <p>Guide learners to identify the base of support by;</p> <ol style="list-style-type: none"> 1. Standing up – the legs being the base of support; 2. Sitting on the chair – chair as the base of support; 3. Assume other potures and lead learners to identify the base of support. <p>BI.2.5.2.2: Identify different oppourtunities to use striking skills.</p> <p>Lead learners to identify different oppourtunities to use striking skills as in hockey, cricket, badminton, table tennis and tennis during activities.</p>	<p>Communication and Collaboration Skills: Learners develop communication skills in speaking, listening, and acquisition of new concepts, principles, strategies, etc., as the teacher demonstrates and explains them to identify parts of the body used in performing physical activities during practice.</p> <p>Communication and Collaboration Skills: Learners develop communication skills in speaking, listening, and acquisition of new concepts, principles, strategies, etc., as the teacher demonstrates and explain them to identify parts of the body use in performing physical activities during practice.</p> <p>Communication, Collaboration and Critical Skills: Learners develop communication skills in speaking, listening, and acquisition of new concepts, principles, strategies, etc., as the teacher guides them to identify different oppourtunities to use striking skills.</p>

Strand3: PHYSICAL FITNESS

Sub- Strands: AEROBIC CAPACITY, STRENGTH, ENDURANCE ,FLEXIBILITY AND BODY COMPOSITION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.3.1.3.</p> <p>Assess and maintain a level of physical fitness to improve health and performance.</p>	<p>BI.3.1.3.1: Dance for five minutes with music.</p> <p>Organise a local dance with music and let learners dance for five minutes. Emphasis coordination, timing, flexibility etc. Choose any music that is common in the locality. Record it and play or sing for learners to dance.</p> <p>BI.3.2.3.1: Perform four continuous push ups (biceps and triceps).</p> <p>After warm ups, lie on the ground face down with hands supporting chest. Extend the arms to move the upper body weight up and flex the arms to move the body back to the lying position. Guide learners to practice to establish their base line. Encourage them to practice at home for improvement.</p> <p>BI.3.3.4.1: Perform sit and reach.</p> <p>Learners sit with legs opened at shoulder width apart. Guide them to the toes of one leg with their hand and flex the trunk to touch the knee with their forehead. Learners flex and end at their limit.</p> <p>Learners perform sit and reach regularly to improve their flexibility.</p> <p>BI.3.4.5.1: Identify human body parts.</p> <p>Use pictures and videos to help learners identify parts of the body. Mention a body part and ask learners to point at it on the wall chart.</p>	<p>Personal Development and Leadership Skills: Learners develop personal skills and leadership by dancing 5 minute continuously as warm up activity or fitness test.</p> <p>Personal Development and Leadership Skills:Learners develop personal skills such as perseverance, muscular strength, muscular endurance, cardiovascular endurance by performing four continuous push ups as specific activities.</p> <p>Personal Development and Problem-solving: Learners develop personal skills and problem solving by performing sit and reach flexibility test.</p> <p>Personal Skills, Communication and Creativity Skills: As learners observe the pictures and draw the pictures, they develop personal skills, communication and creativity skills.</p>

Strand 4: Physical Fitness Concepts, Principles and Strategies
Sub- Strands: Fitness Programme, Healthy Diet, Safety and Injuries, Substances/Drugs

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.4.1.4</p> <p>Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p>	<p>BI.4.1.4.1: Participate in enjoyable physical activities for increasing periods of time.</p> <p>Observe and record the activities learners enjoy doing. Find out why they enjoy doing them through interviews.</p> <p>BI.4.2.4.1: Recognise the need to drink water during and after physical activity.</p> <p>Through discussions, learners identify the need to drink water during physical activity to prevent heat stroke, dehydration, and to control body temperature, etc.</p> <p>BI.4.3.4.1: Explain the purpose of warming up before physical activity and cooling down after physical activity.</p> <p>Learners discuss that warm ups when done well, will minimise injuries and cooling down helps the body to relax quickly or recover fast as well as reduce fatigue after physical activity. This should be treated during the warm up and cool down phase of practical physical education lessons.</p>	<p>Personal Development and Leadership Skills: Learners develop personal skills such as physical fitness by participation in enjoyable physical activities for increasing periods of time.</p> <p>Personal Development and Communication Skills: Through discussion on the need to drink water during practical lessons, learners develop personal and communication skills such as speaking, tolerance, value for health etc.</p> <p>Personal Development and Communication Skills: As learners listen to the teacher and answer questions on warm up and cool down, learners develop personal and communication skills such as speaking, listening, etc.</p>

Strand 5: Values and Psycho-social Concepts, Principles and Strategies
Sub-Strands: Self-Responsibility, Social Interaction, Group Dynamics and Critical Thinking

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.5.1.5 Demonstrate value and utilise knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p>	<p>BI.5.1.5.1: Participate willingly in physical activities. Through observation, find out whether learners participate willingly in physical activities. Learners participate in physical activities of their interest.</p> <p>BI.5.2.5.1: Demonstrate the characteristics of sharing and cooperation in physical activity. Learners share their equipment with others during physical education lessons, Learners cooperate with others when working in groups. Learners understand that sharing items during physical activities brings about cooperation and success.</p> <p>BI.5.3.5.1: Demonstrate non-verbal appreciation. Learners demonstrate non-verbal appreciate to their peers after performing physical activity by clapping.</p> <p>BI.5.4.5.1: Demonstrate how to solve a problem with another person during physical activity. Learners to solve their disagreements during physical activity by saying sorry, and helping a teammate when brought down, etc. during practical physical education lesson.</p>	<p>Cultural Identity and Global Citizenship: As learners participate willingly in physical activities they develop personal and social skills such as tolerance, empathy, teamwork, fair play when practising in a team.</p> <p>Cultural Identity and Global Citizenship: As learners demonstrate the characteristics of sharing and cooperation in physical activity, they develop personal and social skills such as tolerance, empathy, teamwork, fair play as they perform activities in groups.</p> <p>Cultural Identity and Global Citizenship: Learners develop skills such as tolerance, empathy, teamwork, fair play during physical activity as the teacher encourages them to solve their disagreement by saying I am sorry, forgive me.</p> <p>Cultural Identity and Global Citizenship: Learners develop social skills such as tolerance, sympathy, teamwork, fair play during practical physical education lesson as they are encouraged by the teacher to solve their disagreement by saying I am sorry, forgive me etc.</p>

BASIC 2

BASIC 2
Strand 1: MOTOR SKILL AND MOVEMENT PATTERNS
Sub-Strand: LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.1.1.1</p> <p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics, gymnastics and dance)</p>	<p>B2.1.1.1.1: Travel (move) in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, jumping, and skipping.</p> <p>Learners go through general and specific warm ups. Lead them to identify the pathways such as straight, curved, and zigzag. Mark these pathways and guide them to move through walking, and running, etc. Allow the advance learners to help others as well as progress into the next skill of interest. End the lesson with cool down.</p> <p>B2.1.1.1.2: Forward and backward skip without a rope.</p> <p>Organise the warm up activities using rats and rabbits. From a standing position with feet together, jump at spot with double take off and double landing flexed arms rotating at the shoulders clockwise for learners to observe.</p> <p>Guide them to skip on the spot using personal space. Observe learners as they practice and give corrective feedback. Let learners progress at their own pace. Guide learners to cool down by jogging slowly to end the lesson.</p> <p>B2.1.1.1.3: Identify the right and left sides of the body and movement from right to left.</p> <p>Learners identify their left side and the right side. Play music and as they dance signal them by mentioning either left side or right side for them to move toward that direction. Let learners react to the signal with fun and enjoyment</p>	<p>Personal Development and Leadership Skills: Learners develop personal and leadership skills: agility, flexibility, creativity, patience, teamwork etc. as they move using locomotor skills as well as write project as individually or in groups.</p> <p>Personal Development and Leadership Skills: Learners develop competencies and personal skills such as coordination, agility, double take-off, communication, body balance, power, leadership as they support one another as they skip forward and backward without a rope.</p> <p>Personal Development and Leadership Skills: Learners development skills like relation as they identify the right and left sides of the body and movement from right to left during activity.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</p> <p>CONT'D</p>	<p>B2.1.2.1.1: Roll a ball from stationary to a given point and back, using hands. After learners go through the general and specific warm ups, learners demonstrate how to roll a ball from stationary using hands by placing a ball in front, bending the trunk forward and placing the palm behind the ball. Roll the ball forward while moving from one point to another (from walking to jogging and to running.) Guide learners to practice individually and in groups.</p> <p>Observe them practice at their own pace and give corrective feedback for correct skill mastery. Learners can further use bats or sticks to roll the ball to challenge the fast learners.</p> <p>Organise a mini game for learners for fun and enjoyment to prevent boredom. Take learners through cool down activities to end the lesson.</p> <p>B2.1.2.1.2: Strike a ball continuously in an upward or forward motion, using a hand and foot</p> <p>Learners go through warm up activities as usual. Stand at shoulder width apart with the foot opposite the striking hand slightly forward. Toss a ball up and swing the arm forward to strike the ball at the bottom upward. Follow the ball and strike it as it drops continuously until it drops. Guide learners to practice at their own pace. Put them in mini-teams to play a game. End lesson to with cool down.</p>	<p>Personal Development and Leadership Skills: Learners develop personal skills such as flexibility, muscular strength, agility, etc. as well as leadership, creativity and innovation as they practice how to roll the ball forward and backwards.</p> <p>Personal Development and Leadership Skills: Learners develop personal skills and competencies such as accuracy, precision, coordination strength, balance, courage, patience, teamwork, fair-play, etc. as they practice how to strike light balls upward with their hands and feet.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</p> <p>CONT'D</p>	<p>B2.1.2.1.3: Strike a ball continuously in an upward or forward motion, using a short-handled paddle (table tennis bat, tennis racket.)</p> <p>Learners grip a bat/paddle with both hands. They stand with the foot opposite the throwing hand slightly forward. Learners swing the bat/paddle upward and backward. Learners swing the bat/paddle fast to strike a stationary balloon from down and upward with a follow through (continuous movement of the hand at the direction of object movement after striking). Organise a table tennis game for learners to experience the skill in a real-life situation. End the lesson with cool down activities.</p> <p>B2.1.2.1.4: Perform the overhand throw pattern.</p> <p>After warm up, pick up a ball and stand with shoulders straight. Extend the arm with the ball above the head as you step forward with the opposite leg. Swing the extended arm forward to throw the ball over the hand. Learners practice the skill and give feedback. Allow learners to progress at their pace. Organise a mini handball game for learners to experience the skill in a real-life situation. End the lesson with cool down activities.</p> <p>B2.1.2.1.5: Throw a ball to a partner using the underhand, overhand and sidearm throw pattern.</p> <p>After warm ups pick up a ball and stand with shoulders straight. Extend the arm with the ball above the head as you step forward with the opposite leg. Swing the extended arm forward to throw the ball over the hand. Learners to practice the skill and give feedback. Use the earlier standing pattern but this time, stretch the throwing arm down and flex the trunk sideways toward the throwing arm. Swing the hand quickly and forcefully to throw the ball forward while extending the trunk upward and forward. Learners practice the skill, observe and give them feedback.</p> <p>Organise a handball game for learners to experience the skill in real-life situation. End the lesson with cool down activities.</p>	<p>P Personal Development and Leadership Skills: Learners develop personal skills and leadership skills they acquire accuracy, precision, coordination strength, balance, courage, patience, teamwork, fair play, etc. as they practice how to strike light balls upward continuously using a large, short-handled paddle.</p> <p>Personal Development and Leadership Skills: Learners develop personal skills and leadership skills as they acquire throwing, catching, concentration, precision, coordination, teamwork, tolerance, fair play, communication, creativity etc. as they practice underarm throwing patterns as individuals and in a game.</p> <p>Personal Development and Leadership Skills: Learners develop personal skills and competencies such as throwing and catching, concentration, precision, coordination strength, balance and patience as well as teamwork, tolerance, fair play, communication, creativity etc. as they practice the skill.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</p> <p>CONT'D</p>	<p>B2.1.2.1.6: Catch a flying ball below the waist.</p> <p>Learners stand straight, with shoulders straight, with the foot opposite the throwing hand slightly forward after demonstration. Let learners stretch their arms and hands fully forward with fingers spread open. As the ball enters their palms, they flex their elbow joints (withdrawing it backwards) while catching the ball simultaneously to reduce the impact. Learners practice the skill. Observe and give them feedback. Learners progress at their own pace.</p> <p>B2.1.2.1.7: Kick a stationary ball using a smooth continuous running approach.</p> <p>After taking learners through warm up, place a ball at stationary position. Move back about 5m away from the ball. Run and kick the ball forward with the instep of the foot. Guide learners to practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace.</p> <p>B2.1.2.1.8: Hand-dribble by controlling a ball for a sustained period.</p> <p>Learners bounce ball continuously on the spot or while moving for a sustained period after warm up. Observe learners as they practice and give them support and feedback. Allow individuals to progress at his or her own pace. Organise a mini handball or basketball game. End lesson with cool down activities.</p>	<p>Personal Development and Leadership Skills: Learners acquire personal skills and leadership through throwing and catching of self-tossed balls such as concentration, precision, coordination strength, balance and patience as well as teamwork, tolerance, fair-play, communication, creativity etc.</p> <p>Personal Development and Leadership Skills: Through kicking a stationary ball using a smooth continuous running approach, learners will develop personal skills and leadership skills such as concentration, precision, coordination strength, balance and patience as well as teamwork, tolerance, fair play, as they practice as individuals and in a game situation eg. Netball, handball and basketball.</p> <p>Personal Development and Leadership Skills: Through kicking of a stationary ball, learners will develop personal and leadership skills such as accuracy, concentration, precision, coordination strength, balance and patience as well as teamwork, tolerance, fair play, communication, creativity etc. as they practice the skills.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</p> <p>CONT'D</p>	<p>B2.1.2.1.9: Demonstrate the different effects of varying arm and hand speeds when hand-dribbling a ball.</p> <p>Learners go through the warm up activities. Learners bounce balls (dribble) from one point to the other with varying speed. Help learners to understand that varying the arms and hands speed enables the players to control their movement. Observe learners practice and give them corrective feedback for improvement.</p> <p>Organise a mini handball or basketball game for learners to apply the skill in a real-life situation with fun and enjoyment. End lesson with slow jogging to aid fast recovery.</p> <p>B2.1.2.1.10: Foot-dribble by controlling a ball on the ground.</p> <p>Arrange cones in different patterns and learners. Have learners dribble balls through the cones at their own pace. Observe their practice and give them corrective feedback for improvement.</p> <p>Organise a mini football game for learners to apply the skill in real life situation with fun and enjoyment. End lesson with slow jogging to aid fast recovery.</p> <p>B2.1.2.1.11: Clap and dance to beat (rhythm)</p> <p>Learners clap a beat and dance to the beat. Emphasis coordination in clapping to the beat and coordination dancing. Give learners corrective feedback to improve their coordination. Allow them to progress at their own pace with fun and enjoyment.</p>	<p>Personal Development and Leadership Skills: Learners will develop these such as agility, concentration, precision, coordination strength, balance and patience as well as teamwork, tolerance, fair play, communication, creativity etc as they practice hand dribbling a ball with varying arm and hand speeds as individuals and in a game situation eg. Handball and basketball.</p> <p>Personal Development and Leadership skills: Learners develop skills like coordination, agility, speed, teamwork, fair play etc., through the practice of foot-dribble by controlling a ball on the ground as individuals and as a team in a game situation.</p> <p>Personal Development and Leadership Skills: Learners develop these skills through the practice of clapping and dancing to a beat as individuals and as a team in a game situation.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</p> <p>CONT'D</p>	<p>B2.1.3.1.1: Demonstrate balance on the ground and on objects, using bases of support other than both feet.</p> <p>Learners warm up by doing knees boxing. Demonstrate balance on the ground by sitting on the ground, raise your feet off the ground and support the trunk with your hands for learners to observe. Sit on a chair and lift your feet off the ground guide learners to identify the chair as the base of support. Learners identify others and practice them as individuals as well as give support to others.</p> <p>B2.1.3.1.2: Transfer weight from feet to hands and from hands to feet, landing with control.</p> <p>Learners stand shoulder width apart. Let them transfer weight from the feet to the hands sideways by bending the trunk laterally and placing the hand on the ground after warm-ups and demonstration. Transfer weight momentarily from feet to one hand to the other in hand stand position. This process is continuous rotational movement of the body through landing on both feet and back to standing position with control (cartwheel). Learners practice with support and feedback. Allow learners to progress at their own pace. End lesson with cool-down.</p> <p>B2.1.3.1.3: Roll forward (a forward roll) from standing position and back to standing.</p> <p>Squat in front of a spread mat/safe floor. Place hands on the mat/floor and tuck the chin to touch the chest. From this position, push with the hands and roll forward in a round form and back to the standing. Learner progress at their own pace and always give support.</p> <p>Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace.</p>	<p>Personal Development and Leadership Skills: Learners develop personal skills and leadership such as strength, balance, courage, patience, etc. as they learn to walk with their arms stretched by sides independently.</p> <p>Personal Development and Leadership Skills: Learners develop personal skills and competencies such as accuracy, precision, coordination strength, balance, courage, patience, etc. as they transfer weight from feet to hands and from hands to feet, landing with control.</p> <p>Personal Development and Leadership Skills: Learners develop these competencies such as clapping and dance to beat through the performance rolling in log form from stationary to a distance and back as individual and as a group.</p>

Strand 2: MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES
Sub-Strand: SPACE AWARENESS, DYNAMICS, RELATIONS, BODY MANAGEMENT AND STRATEGIES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.2.2.2</p> <p>Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities</p>	<p>B2.2.1.2.1: Explain open spaces</p> <p>Learners explain open space by moving to free space within the demarcated working area. From their personal space, ask them to move (jog, run at varied speed) to open space within the working boundaries.</p> <p>B2.2.2.2.1: Distinguish between ‘a hop and a jump’.</p> <p>Hopping involves taking off on one foot and land on the same foot. Jumping also involves taking off with both feet and land on both feet.</p> <p>Galloping involves moving one leg leading and the other is rapidly brought forward to it while sliding is one count movement to the side.</p> <p>B2.2.3.2.1: Compare the body parts.</p> <p>Learners identify that apart from deformity all body parts are almost the same. Learners compare right hand with the left hand, etc.</p>	<p>Communication and Collaboration Skills: Learners develop personal and communication skills as speaking, listening, etc., as the teacher demonstrates and explain the concepts of open space to them during activity.</p> <p>Communication and Collaboration Skills: Learners develop communication skills as speaking, listening, and acquisition of new concepts, principles, strategies, etc., as the teacher demonstrates and explain the difference between ‘a hop and a jump’, and ‘a gallop and a slide’ to them during practice.</p> <p>Communication and Collaboration Skills: Learners develop communication skills as speaking, listening, and acquisition of new terms as the teacher compares the body part during practice skill.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities</p> <p>CONT'D</p>	<p>B2.2.4.2.1: Identify types of base of support when practicing movement skills.</p> <p>Learners identify types of base of support as the feet, the hands, etc.</p> <p>B2.2.4.2.2: Identify the roles of parts of the body not directly involved in catching objects.</p> <p>Learners understand that the parts of the body that are not involved in catching the ball help to stabilise the body in absorbing the impact of the ball.</p> <p>B2.2.5.2.1: Identify opportunities to use underhand and overhand movement (throw) patterns.</p> <p>Guide learners to understand that underhand and overhand throws are used in games such as netball, basketball, and handball, etc. for passing and shooting.</p>	<p>Communication and Collaboration Skills: Learners develop communication skills as speaking, listening, and acquisition of new concepts, principles, strategies, etc., as the teacher demonstrates and explains base of support to them during practice.</p> <p>Communication and Critical-thinking Skills: Learners develop communication and critical thinking skills as speaking, listening, and acquisition of new concepts, etc., as the teacher demonstrates and explain roles parts of the body not directly involved in catching objects to them during practice.</p> <p>Communication and Collaboration Skills: Learners develop communication skills as speaking, listening, and acquisition of new terms as the teacher guides them to identify opportunities to use underhand and overhand movement (throw) pattern.</p>

Strand3: PHYSICAL FITNESS

Sub- Strands: AEROBIC CAPACITY, STRENGTH, ENDURANCE,FLEXIBILITY AND BODY COMPOSITION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B 2.3.1.3.1</p> <p>Assess and maintain a level of physical fitness to improve health and performance.</p>	<p>B2.3.2.3.1: Perform four continuous abdominal curls.</p> <p>After warm ups, learners to lie on the back with feet flat, knees bent and arms on the floor by the side with palms down. Lift the head and shoulders forward with hand support and back to the floor on a two-count rhythm. Learners perform the above activities and record their base performance. Give their performance targets and encourage them to work towards them for maintenance and improvement of abdominal muscular strength. This is a test for learners’ abdominal muscular strength. Keep records of their performance,</p> <p>B2.3.3.3.1: Perform two set of four continuous abdominal curls.</p> <p>After warm ups learners lie on the back with feet flat, knees bent and arms on the floor by the side with palms down.</p> <p>Lift the head and shoulders forward to about 45 degrees angle with hand support and back to the floor on a two-count rhythm. Learners perform the above activities and record their base performance. Learners repeat another set of the number they perform after 6 minutes’ rest to test their abdominal muscular endurance and keep their record. Learners perform curl-up activities for maintenance and improvement of abdominal muscular endurance. This should be done monthly to test learners’ abdominal muscles strength. This should be done regularly at their own pace.</p>	<p>Personal Development and Leadership Skills: Learners develop personal skills such as perseverance, muscular strength, muscular endurance, cardiovascular endurance by performing four continuous abdominal curls as specific activities.</p> <p>Personal Development and Leadership Skills: Learners develop personal skills such as perseverance, muscular strength, muscular endurance, cardiovascular endurance by performing four continuous abdominal curls as specific activities.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Assess and maintain a level of physical fitness to improve health and performance.</p> <p>CONT'D</p>	<p>B2.3.4.3.1: Perform lower back stretch. Learners lie face down with feet together and arm stretched sideways. Learners lift their head and chest up without using the arms as support up to their limit. They should maintain the position as long as they can before they lie back flat on the floor. Encourage them to work for further distance from the ground.</p> <p>B2.3.5.3.1: Identify the various components of human body (bones, muscles, etc.) Use a wall chart of human skeletal system to discuss various components of human system such as bones, muscles, lungs liver, heart, etc.</p>	<p>Personal Development and Problem-solving: Learners develop personal skills and problem-solving such as commitment to duty, responsibility, hardworking, enthusiasm etc. by performing Perform lower back stretch test.</p> <p>Communication and Digital Literacy Skills: As learners observe the pictures, list and draw the pictures, they develop these component.</p>

Strand 4: PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES
Sub- Strands: FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES,
SUBSTANCES/DRUGS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.4.1.4 Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p>	<p>B2.4.1.4.1: Explain why people participate in physical activities three to four times each week, for at least 30 minutes.</p> <p>Learners' their fitness records on Monday of every week to find out the number of time parents have signed that their ward participated in 30 minutes' physical activities. Cross check and give them encouragement to improve upon their physical fitness.</p> <p>Discuss why people participate in physical activities three to four times each week, for at least 30 minutes as to improve their fitness, endurance, cardio-vascular endurance, etc.</p> <p>B2.4.1.4.2: Mention the components of physical fitness.</p> <p>Learners identify the five major components of physical fitness as</p> <ul style="list-style-type: none"> i. cardiovascular ii. muscular strength iii. muscular endurance iv. flexibility v. body composition <p style="padding-left: 40px;">Give it to them as project and discuss it in class.</p>	<p>Communication and Collaboration Skills: Learners develop personal skills and problem-solving such as commitment to duty, responsibility, hardworking, enthusiasm etc. by performing Perform lower back stretch test.</p> <p>Communication and Collaboration Skills: Learners develop personal skills such as speaking, writing by participation in enjoyable physical activities for increasing periods of time.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p> <p>CONT'D</p>	<p>B2.4.2.4.1: Sort food into different groups.</p> <p>List some foods items and allow learners to sort them into the below groups as home work. i. Carbohydrate ii. Fruit iii. Vegetables iv. Protein v. Mark and discuss the feedback with them.</p> <p>B2.4.3.4.1: Explain why it is safer to stretch a warm muscle rather than a cold muscle.</p> <p>Learners explain that warmed muscles are elastic and can stretch with less damage as cool muscles in physical activity.</p> <p>B2.4.4.4.1: Classify PE equipment into new and old.</p> <p>Place PE equipment like discus, javelin, etc. on a table and guide learners to sort them into new and old by their appearance and usage.</p> <p>B2.4.5.4.1: Identify types of drugs commonly used by adolescents.</p> <p>Lead learners to understand the meaning of drug as anything we take in regularly for purpose other than food such as drinking alcohol, taking medicine, smoking, etc. Guide them to mention common drugs used in their community and list them. This should be given to them as project.</p>	<p>Communication and Collaboration Skills: Through discussions on the components of physical fitness, learners develop personal and communication skills such as listening, writing, speaking, etc., during lesson activities.</p> <p>Communication and Digital Literacy: As learners observe and draw the pictures, they develop personal skills and digital literacy.</p> <p>Communication and Collaboration Skills: As learners listen to the teacher and answer questions, learners develop personal and communication skills such as speaking, listening, cooperation, and tolerance etc. as learners classify PE equipment into new and old in groups</p> <p>Communication, Collaboration and Critical Thinking Skills: As learners listen to the teacher and answer questions, learners develop personal and communication skills such as speaking, listening, cooperation, and tolerance etc. as learners identify types of drugs commonly used by adolescents work in groups.</p>

Strand 5: VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES
Sub- Strands: SELF-RESPONSIBILITY, SOCIAL INTERACTION, GROUP DYNAMICS AND CRITICAL THINKING

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.5.1.5</p> <p>Demonstrate value and utilise knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p>	<p>B2.5.1.5.1: Accept responsibility for one’s own behaviour in a group activity.</p> <p>As learners perform physical activity they develop values like honesty, sincerity, integrity, accountability, fairness, tolerance, respect, patriotism, etc. as values that develop responsible citizens. Set rules for the class and administer sanctions fairly.</p> <p>B2.5.2.5.1: Participate in a variety of group settings (e.g., partners, small groups, and large groups) without interfering with others.</p> <p>Discuss with learners as they perform practical activity values such as teamwork, cooperation, patience, respect, tolerance, etc., as qualities that enable learners to work together to achieve a common goal.</p> <p>B2.5.3.5.1: Participate positively in physical activities rely on cooperation.</p> <p>Emphasise during physical activity that without cooperation learners cannot work together positively in doing physical activities due to cultural, religious, gender, physical, developmental, etc. differences.</p> <p>B2.5.4.1: Collect data and record progress toward mastery of a motor skill in physical activity.</p> <p>Learners keep records of the progress in physical activity, appreciate their effort and work extra for improvement</p>	<p>Cultural Identity and Global Citizenship: As learners participate willingly in physical activities they develop personal and social skills such as tolerance, empathy, respect, teamwork, fair play as they accept responsibility for one’s own behaviour in a group activity.</p> <p>Cultural Identity and Global Citizenship: As learners participate willingly in physical activities they develop personal and social skills such as tolerance, empathy, teamwork, fair play when they participate in a variety of group settings.</p> <p>Citizenship and Problem-Solving Skills: Learners develop social skills such as tolerance, empathy, teamwork, fair-play during practical physical education lesson as they are encouraged to use cooperation as a tool for peace and unity in community with cultural and religious diversity</p> <p>Personal Development and Problem-Solving Skills: Learners develop personal and social skills such as cooperation, writing, arithmetic skills and they collect data and record progress toward mastery of a motor skill in physical activity.</p>

BASIC 3

BASIC THREE
Strand I: MOTOR SKILL AND MOVEMENT PATTERNS
Sub- Strand: LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3.1.1.1</p> <p>Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</p>	<p>B3.1.1.1.1: Change direction from forward and back and right and left while walking, running, hopping, and jumping (i.e., locomotor skills).</p> <p>Mark points on the court with cones/skittles with directions. After warm ups lead learners to direction from forward to backward, right to left whiles starting with walking, to running, hopping to jumping, etc. in a fun way. Allow learners to progress at their own pace. Observe learner’s performance and give corrective feedback to improve performance. End the lesson by leading learners to jog slowly to walking with fun whiles flexing the body parts for quick recovery.</p> <p>B3.1.1.1.2: Jump continuously forward and backward over a turning rope.</p> <p>Learners find free space and skip 10 times always landing on the balls of both feet. Learners find free space and skip 5 times on one foot always landing on the balls of the same foot. Alternate feet. With a jump rope, each learner skips 5 times always landing on the balls of the same foot. Alternate feet. With a jump rope, each learner skips 10 times always landing on the balls of both feet. In groups of three, two holding each end of the rope, a learner jumps continuously a forward-turning rope 10 times after which they change roles.</p> <p>In groups of three, two holding each end of the rope, a learner jumps continuously a backward-turning rope 10 time after which they change roles.</p> <p>In groups of three a learner jumps continuously, a forward and backward-turning rope 10 times. Alternate roles. End lesson with cool down activities.</p>	<p>Personal Development and Leadership Skills: Learners develop personal and core competencies skills such as agility, flexibility, patience, leadership, teamwork etc. as they change direction from forward and back and right and left while walking, running, hopping, and jumping individually or in groups.</p> <p>Personal Development and Leadership Skills: Learners develop competencies and personal skills such as critical thinking, collaboration, communication, body balance, power to take-off and land and leadership skills: supporting and guiding one another as they go through the activities.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</p> <p>CONT'D</p>	<p>B2 B3. 1.1.1.3: Jump continuously a self forward turning rope in a circle (skipping with rope).</p> <p>Take learners through 5 minutes jogging to warm the body up. Guide learners to pick their skipping ropes and find self-space. Hold the handle of the skipping rope side by side with the two hands with the middle of the rope on the ground or slightly above. Hop over it and swing the rope clockwise to turn round the body in circle as they continue series of step-hops starting with double take-off. Advance should progress to single step-hops and change clockwise rope movement to anti-clockwise. Allow learners to progress at their own pace. Give corrective feedback for skill improvement. End the lesson with cool down activities.</p> <p>B3.1.1.1.4: Demonstrate the difference between a jog and a run, a hop and a jump, and a gallop and a slide.</p> <p>Learner demonstrate jogging and running and compare their similarities and differences. Do same for other hop and jump as well as gallop and slide. Demonstrate to confirm the similarities and differences.</p> <p>B3.1.2.1.1: Roll a ball from stationary forward and back, using sticks.</p> <p>After warm ups, learners roll ball with sticks from stationary to a demarcated point and back to the starting point. Supervise their practice and give them feedback. Learners end lesson with cool down activities.</p> <p>B3 1.2.1.2: Manipulate an object while distributing weight and base of support.</p> <p>Learners go through warm ups. Review base of support as the feet, hands, etc. Learners to volley light balls at a spot. Learners should also bounce balls at a spot or with a stick and ball, learners should lean slightly down and use the stick to manipulate the ball at a spot. Learners end the lesson with cool down activities.</p>	<p>Development of Personal and Critical Thinking Skills: Learners develop personal skills such as flexibility, muscular strength, agility, etc. as well as leadership, creativity and innovation, communication as they practice how to jump continuously a self forward turning rope in a circle.</p> <p>Personal Development and Critical Thinking skills: Learners develop skills such as observation, critical thinking, tolerance, etc. as they perform to distinguish the difference between the pair of skills as individual and as in a group.</p> <p>Personal Development and Leadership Skills: Learners develop personal and leadership skills as they acquire strength, balance, tolerance, patience, collaboration, etc. as they go through the instructional activities.</p> <p>Personal Development and Leadership Skills: Learners develop personal skills and leadership skills as they develop strength, balance, patience, teamwork and lead peers etc. as they perform the activity.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities (games, athletics, gymnastics and dance)</p> <p>CONT'D</p>	<p>B3.1.2.1.3: Balance while moving and manipulating an object on a ground-level balance beam.</p> <p>Learners go through warm ups. Learners lean forward and bounce balls while moving on a ground-level balance beam. They roll a ball with stick while moving. Learners practice the skill at their own pace. End the lesson with cool down activities.</p> <p>B3.1.2.1.4: Strike (serve) a lightweight ball to a partner, using the underhand movement pattern.</p> <p>After warm ups as usual, put learners in pairs with a ball. Learners toss a ball and swing the arm from behind to strike the ball to a partner about 6m away. Learners strike the ball back to continue the rally. The process should continue when the ball drops. Supervise and give support to learners. End lesson with cool down activities.</p> <p>B3.1.2.1.5: Strike a gently tossed ball with a bat, using a side orientation (movement).</p> <p>Learners go through warm ups. Learners put in pairs with bats and tennis/table tennis balls. Learners stand with the shoulder facing the partner. Guide them to bounce ball and gently and strike sideways to the partner using inward and outward orientation. Support them to practice but at their pace. End lesson with cool down activities.</p>	<p>Personal Development and Leadership Skills: Learners develop personal and leadership skills as they acquire accuracy, precision, coordination strength, balance, courage, patience, teamwork, etc. as they are moving and manipulating an object on a ground-level balance beam.</p> <p>Personal Development and Leadership Skills: Learners develop personal skills and competencies such as accuracy, precision, coordination strength, balance, courage, patience, teamwork, fair play, etc. as they practice how to strike light weight balls to using the underhand movement pattern.</p> <p>Personal Development and Leadership Skills: Learners develop personal skills and competencies such as throwing and catching, concentration, precision, coordination, strength, balance and patience as well as creativity etc. as strike a gently tossed ball with a bat, using a side orientation as individuals and in a game situation, eg. table tennis</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</p> <p style="text-align: center;">CONT'D</p>	<p>B3.1.2.1.6: Perform the two-handed throw pattern (as throwing in football).</p> <p>Learners start by going through warm ups. Learners with balls stand feet apart and shoulders straight. Learners hold the ball with two hands and move their hands with balls above their head. Learners slightly flex their knees and swing their hands to throw ball over the head as in soccer. Learners practice two-hand chest throw and side throw as in basketball and netball, etc. cool down to end the lesson.</p> <p>B3.1.2.1.7: Throw and catch a ball with a partner while both partners are moving using underhand, overhand and sidearm throw patterns.</p> <p>Learners go through general and specific warm ups. Group learners in pairs with a ball. Learners stand about 6m apart facing the direction of movement. Guide them to perform throwing and catching as they move from one point to the other. Supervise them and give the feedback to improve their performance. They play handball, netball or a basketball game. End the lesson with cool down activities.</p> <p>B3.1.2.1.8: Catch a flying ball away from the body.</p> <p>Learners to stand straight, shoulders straight, with the foot opposite the throwing hand slightly forward. Learners stretch their arms and hands fully sideways. With fingers open catch the ball away from their body. They can step sideways to get them closer to the ball for easy catching. Give them corrective feedback as they practice at their pace. End lessons after cooling down with questions and answers.</p>	<p>Personal Development and Leadership Skills: Learners' personal skills and core competencies such as concentration, precision, coordination strength, balance, etc. as they practice two-handed throw pattern eg. football, netball, and basketball.</p> <p>Personal Development and Leadership Skills: Through throwing and catching a ball with a partner while moving, learners will develop personal skills and competencies such as precision, coordination strength, balance and patience as well as teamwork, tolerance, fair play, communication, creativity etc. as they practice the skill.</p> <p>Personal Development and Leadership Skills: As learners catch a flying ball away from the body, they develop personal skills and core competencies such as accuracy, precision, coordination strength, balance and patience as well as teamwork, tolerance, fair-play, communication, creativity etc. during practice.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</p> <p>CONT'D</p>	<p>B3.1.2.1.9: Kick a stationary ball from the ground into the air to a stationary partner and a moving partner using the inside of the foot.</p> <p>After warm ups, learners place balls in front about 2m away. Learners demonstrate how to kick by stepping forward to kick the stationary ball into the air to a partner at 10m apart using the inside of the foot. Learners practice at their pace and give feedback. Organise a mini football game for learners. End lesson with cool down activities.</p> <p>B3.1.2.1.10: Hand-dribble a ball continuously while moving around obstacles.</p> <p>After warm ups learners move from stationary position with balls, bounce and continue bouncing while moving through obstacles from one point to another. Supervise and give corrective feedback. End lesson with cool down activities.</p> <p>B3.1.2.1.11: Foot-dribble a ball continuously while travelling and changing direction.</p> <p>Arrange cones or skittles. Learners dribble a ball in a forward direction using the inside of the foot. Learners practice. Observe and give them corrective feedback. Organise a football game. End lesson with cool down activities.</p>	<p>Personal Development and Leadership Skills: Learners will develop personal skills and core competencies such as agility, concentration, coordination, strength and balance as they practice in pairs in a game situation eg. Football.</p> <p>Personal Development and Leadership Skills: Learners develop these skills such as agility, concentration, coordination, strength and balance through the practice of dribbling of balls with hands and feet using varying amounts of force as individuals and as in a game situation.</p> <p>Personal Development and Leadership Skills: Learners develop skills such as agility, power, concentration, coordination, strength and balance through practice</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</p> <p>CONT'D</p>	<p>B3.1.3.1.1: Clap, sing and dance to a rhythm</p> <p>Learners clap, sing and dance to a rhythm. Emphasise on coordination in clapping to the beat and coordination dancing. Give learners corrective feedback to improve their coordination. Allow them to progress at their own pace with fun and enjoyment</p> <p>B3.1.3.1.2: Roll forward from standing position many time to a distance in a round form.</p> <p>Squat in front of a spread mat/safe floor. Place hands on the mat/floor and tuck in the chin to touch the chest. From this position, push with the hands and roll forward in a round form and back to the standing. Allow learner to progress at their own pace and always give support.</p> <p>Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace.</p>	<p>Personal Development and Leadership Skills: Learners develop these skills such as agility, coordination, strength and balance through the practice of clap, sing and dance to a rhythm as individuals.</p> <p>Personal development and leadership skills: Through practice, learners develop skills like creativity, innovation, flexibility, endurance, etc. as they perform forward roll from standing position many times to a distance in a round form.</p>

Strand 2: MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES
SUB-STRAND: SPACE AWARENESS, DYNAMICS, RELATIONS, BODY MANAGEMENT AND STRATEGIES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3.2.1.2</p> <p>Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p>	<p>B3.2.1.2.1: Identify general space.</p> <p>Learners identify general space by indicating the total working area. Learners move to indicate the general space; Learners shade general space as a project.</p> <p>B3.2.2.2.1: Compare and contrast locomotor movements conducted to even and uneven beats.</p> <p>Learners identify locomotor movements conducted to:</p> <ul style="list-style-type: none"> i. Even beats; jumping, jogging, hopping, dancing etc; ii. Uneven beats; running, dancing, sliding, galloping, trotting, etc. <p>B3.2.2.2.2: Identify steps and rhythm patterns for traditional and cultural dances.</p> <p>Show video of traditional and cultural dances of Ghana such as agbadza, adowa, etc and guide learners to identify the steps and rhythm patterns. Learners can also sing and drum their local traditional and cultural dances for above exercise.</p> <p>Basic dance steps are: balancing, closing, hesitating, pivoting, and rocking.</p> <p>Basic dance rhythms are: slow-quick, quick-quick, etc.</p>	<p>Communication Skills and Critical Thinking Skills: Learners develop personal and critical thinking as they brain storm and answer questions during practice.</p> <p>Communication Skills and Critical Thinking Skills: Learners' communication skills such as speaking, listening, etc.as well as critical thinking skills as brainstorming, critiquing as they compare and contrast locomotor movements conducted to even and uneven beats.</p> <p>Personal Development and Communication Skills: Learners develop personal skills like tolerance, as well as communication skills like listening, speaking, etc. as they Identify steps and rhythm patterns for traditional and cultural dances.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p> <p>CONT'D</p>	<p>B3.2.3.2.1: Explain the importance of a wide rather than a narrow base of support in balance activities.</p> <p>Guide learners to identify that a wide base of support is more stable than a narrow base. During the practical lesson ask two learners to stand up, one with feet apart and other with feet together. Push the two with the same force for learners to observe. The one with the wider base is more stable than other.</p> <p>B3.2.5.2.1: Identify the key elements for increasing accuracy in rolling a ball and throwing a ball.</p> <p>Learners identify elements for increasing accuracy in rolling and throwing as coordination, agility, strength, flexibility, timing, etc.</p> <p>B3.2.5.2.2: Explain the similar movement elements of the underhand throw and the underhand volleyball serve.</p> <p>Learners identify that the similarities between underhand throw and underhand volleyball serve movement elements are:</p> <ol style="list-style-type: none"> i. Stance ii. Flexing of knees iii. Hand swing iv. Follow through 	<p>Personal Development and Communication Skills: Learners develop personal like tolerance, as well as communication skills like listening, speaking, etc. Explain the importance of a wide rather than a narrow base of support in balance activities.</p> <p>Communication and Collaboration Skills: Learners develop personal skills like tolerance, as well as communication skills like listening, speaking, etc. as they identify the key elements for increasing accuracy in rolling a ball and throwing a ball.</p> <p>Communication and Critical Thinking Skills: Learners develop these skills such as listening, knowledge, patience, tolerance, public speaking, etc. as teacher explains the similarities between underhand throw and underhand volleyball serve movement elements during practical lesson.</p>

Strand 3: PHYSICAL FITNESS

Sub- Strands: AEROBIC CAPACITY, STRENGTH, ENDURANCE,FLEXIBILITY BODY COMPOSITION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3.3.1.3</p> <p>Assess and maintain a level of physical fitness to improve health and performance.</p>	<p>B3.3.1.3. 1: Dance for 10 minutes with music.</p> <p>Learners perform a 10 minute dance with music at their own pace for recreation and improvement of their physical fitness.</p> <p>B3.3.2.3.1: Perform continuous step ups.</p> <p>After warm ups learners perform continuous step ups using stable platforms like block, bag of sand, etc. to test muscular strength in the legs. Put learners in pairs to count and record as the other performs.</p> <p>B3.3.3.3.1: Perform three set of continuous step ups.</p> <p>After warm ups learners perform continuous step ups using stable platforms like block, bag of sand, etc. learners repeat three set after 5minutes rest to test muscular endurance in the legs. Put learners in pairs to count and record as the other performs.</p>	<p>Personal Development and Leadership Skills: Learners develop personal skills, leadership and fitness by dancing for 10 minutes continuously with music for aerobic test.</p> <p>Personal Development and Leadership Skills: Learners develop personal skills such as perseverance, muscular strength, muscular endurance, cardiovascular endurance by performing 8 continuous step-ups activities</p> <p>Personal Development and Leadership Skills: Learners develop personal skills such as perseverance, muscular strength, muscular endurance, cardiovascular endurance by performing three set of 8 continuous step-ups activities.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Assess and maintain a level of physical fitness to improve health and performance.</p> <p>CONT'D</p>	<p>B3.3.4.3.1: Perform lateral sit and reach.</p> <p>Let learners sit flat on the ground with legs opened in a “V” and their trunk erect. Learners touch their right toes with the two hands and flex the trunk to touch the knee. Let them repeat to the other leg to test their level of flexibility. Measure the distance between the forehead and the knee of those who could not touch and record. Encourage them to work towards the target.</p> <p>B3.3.5.3.1: Identify body composition using fat and fat-free body mass.</p> <p>Learners to understand that body composition is the relative percentage of fat muscles and fat-free body.</p>	<p>Personal Development and Leadership Skills: Learners develop personal and leadership skills as they acquire perseverance, muscular strength, muscular endurance, cardiovascular endurance by performing lateral sit and reach activities.</p> <p>Communication and Digital Literacy: As learners observe, list and draw the pictures, they develop communication skills and digital literacy.</p>

Strand 4: PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES
Sub- Strands: FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES,
SUBSTANCES/DRUGS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3.4.1.4 Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance</p>	<p>B3.4.1.4.1: Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities.</p> <p>Explain to learners during physical activities that sustaining continuous movement for increasing periods of time with varying intensity, needs improvement of muscular endurance through regular workouts.</p> <p>B3.4.1.4.2: Describe the role of moderate to vigorous physical activity in achieving or maintaining good health.</p> <p>Learners explain how moderate to vigorous physical activities improve aerobic capacity (ability of the body system to process oxygen) for maintenance and improvement of good health.</p> <p>Learners participate in regular physical activities.</p> <p>B3.4.2.4.1: Explain the energy requirements of the body during physical activity and inactivity.</p> <p>Learners explain that the body uses more energy during physical activity than during inactivity. Learners discuss the need to eat energy-giving food before engaging in physical activity.</p>	<p>Personal Development and Leadership Skills: Learners develop personal skills such as physical fitness by participating in sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities.</p> <p>Communication and Collaboration Skills: Through discussions on the components of physical fitness, as learners develop communication and collaboration skills such as listening, writing, speaking, etc.</p> <p>Personal Skills and Communication Skills: As learners discuss fuel requirements of the body physical activity and inactivity, they develop personal skills, confidence, leadership, writing skills, etc. during lesson.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance</p> <p>CONT'D</p>	<p>B3.4.3.4.1: Identify flexibility exercises that are not safe for the joints and should be avoided.</p> <p>Learners perform physical activities to identify unsafe joint flexibility exercises as squatting, knee rocking, hurdle sitting, etc. Use the internet to search for current ones before teaching.</p> <p>B3.4.3.4.2: Classify PE equipment into safe and unsafe.</p> <p>Put PE equipment like discus, javelin, etc. on a table. Learners sort them into safe and unsafe by their appearance, Safe: not damaged, not rusted, not broken, not harmful to the user, etc. Unsafe: Damaged, broken, rusted, harmful to the user,</p> <p>B3.4.4.4 I: Recall why adolescents use drugs for physical activities.</p> <p>Brainstorm with learners that adolescents use drugs to reduce pain, to cure diseases, to gain confidence, imitate others, etc.</p>	<p>Communication skills: As learners listen to the teacher and answer questions, learners develop personal and communication skills such as speaking, listening, cooperation, and tolerance etc. as learners work in groups</p> <p>Communication and Collaboration Skills: As learners observe the equipment and sort them into new and old, they develop critical thinking and problem-solving skills.</p> <p>Communication and critical thinking skills: As learners listen to teacher and answer questions, learners develop personal and communication skills such as speaking, listening, cooperation, and tolerance etc. as learners identify types of drugs commonly used by adolescents.</p>

Strand 5: Values and Psycho-social Concepts, Principles and Strategies
Sub- Strands: Self-Responsibility, Social Interaction, Group Dynamics and Critical Thinking

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3.5.1.5</p> <p>Demonstrate value and utilise knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p>	<p>B3.5.1.5.1: Set a personal goal to improve a motor skill and work toward that goal in non-school time.</p> <p>Guide learners during physical activities to set personal goals such as participate in 30 minutes physical activities at least three time a week, improve upon the number of push ups (from 4-5 in 4 weeks)</p> <p>B3.5.2.5.1: Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities.</p> <p>Encourage learners to improve upon their performance through positive encouragement during physical activities.</p> <p>B3.5.3.5.1: Use verbal and nonverbal communication to improve practice.</p> <p>Learners improve on their practice as they receive positive verbal and non-verbal feedback from their peers, teacher, etc.</p> <p>B3.5.4.5.1: Demonstrate how to solve a problem with another person during physical activity.</p> <p>Learners embrace their peers after physical activities as a means of solving personal problems. Learners make it a habit of embracing one other after physical activity as a means of solving problems.</p>	<p>Personal Development and Leadership Skills: As learners set their own goals, they develop self-dependency, self-discipline and writing skills as they set a personal goal to improve a motor skill and work toward that goal in non-school time.</p> <p>Personal Development and Global Citizenship Skills: As teachers encourage learners in physical activities, they develop personal and social skills such as tolerance, empathy, teamwork, fair play when practising in groups.</p> <p>Personal Development and Communication Skills: Learners develop these skills such as tolerance, empathy, teamwork, etc., during practical physical education lessons as they encourage others by using verbal and nonverbal communication.</p> <p>Cultural Identity and Global Citizenship: Learner develop these skills such as cooperation, tolerance, peace, etc., as they Demonstrate how to solve a problem with another person during physical activity lesson.</p>

BASIC 4

BASIC 4
Strand 1: MOTOR SKILL AND MOVEMENT PATTERNS
Sub- Strand: LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B4.1.1.1</p> <p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</p>	<p>B4.1.1.1.1: Demonstrate the difference between slow and fast, heavy and light, hard and soft while moving.</p> <p>Learners demonstrate slow and fast movements. Learners move in a demarcated area using varied locomotor skills (walk, jog and run). Learners walk or run for peers to determine slow or fast movement.</p> <p>B4.1.1.1.2: Enter, jump, and leave a long swinging rope turned by others repeatedly.</p> <p>Learners skip a number of times at their own pace landing on the balls of their feet. Skip continuously over a rope a number of times in turns.</p> <p>B4.1.2.1.1: Roll ball with a stick to a target.</p> <p>Learners roll a ball with their sticks to a distance after general and specific warm up. Learners practice ball rolling in varied patterns such as straight rolling, curve rolling, etc.</p> <p>B 4. 1.2.1.2: Balance while moving and manipulating objects on a ground-level balance beam.</p> <p>After a warm up, learners pick rubber balls available, hold them with their two hands and raise them at a stationery position. Let them lift the balls over their head and begin to walk while maintaining a balance.</p>	<p>Personal Development and Leadership Skills: Learners develop personal and leadership skills: agility, flexibility, creativity, patience, teamwork etc. as they move using locomotor skills as well as write projects individually or in groups.</p> <p>Personal Development and Leadership Skills: Learners develop competencies and personal skills such as critical thinking, coordination, agility, double take-off, communication, body balance, power, leadership as they support one another as they skip forward and backward without a rope.</p> <p>Personal Development and Leadership Skills: Learners develop personal skills such as flexibility, muscular strength, agility, etc. as well as leadership, creativity and innovation as they practice how to roll the ball forward and backwards.</p> <p>Personal Development and Leadership Skills: Learners develop personal skills and leadership skills as they lead peers acquire strength, balance, courage, patience, concentration etc. during practice.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</p> <p>CONT'D</p>	<p>B4.1.2.1.3: Strike a bounced ball with the hands and feet.</p> <p>In pairs, a partner tosses a lightweight ball to a colleague to hit over varying distances. Serve a lightweight ball to a partner, using the underhand movement pattern. Strike a gently-tossed ball with feet, using a side orientation.</p> <p>B4.1.2.1.4: Strike a self-tossed lightweight ball with a paddle or racket to a partner.</p> <p>In pairs, a partner tosses a lightweight ball to a colleague to hit over varying distances. Serve a lightweight ball to a partner, using the underhand movement pattern. Strike a gently tossed ball with a bat, using a side orientation.</p> <p>B4.1.2.1.5: Throw a flying disc for distance using the backhand movement pattern.</p> <p>Throw a tennis ball to a partner over a distance using the overhand throw technique. Throw a flying disc (Frisbee disc) for distance, using the backhand movement pattern. Let them perform in turns to acquire the right skill.</p>	<p>Personal Development and Leadership Skills: Learners develop personal skills and competencies such as accuracy, precision, coordination strength, balance, courage, patience, etc.</p> <p>Personal Development and Leadership Skills:: Learners develop personal and leadership skills such as accuracy, precision, coordination, strength, and balance, as they strike a self-tossed ball with a paddle or racket to a partner as individual and as a team.</p> <p>Personal Development and Leadership Skills: Learners develop personal, leadership skills and other specific practices such as accuracy, precision, coordination strength, balance, courage, patience as they throw a flying disc for distance using the backhand movement pattern.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</p> <p>CONT'D</p>	<p>B4.1.2.1.6: Show the difference in throwing to a stationary and a moving partner.</p> <p>After a general and specific warm up, place a container or basket at a point. Learners with objects to use different techniques to throw the object into to container or object.</p> <p>Learners identify the best technique that gives them accuracy and precision. Organise competition in groups. End lesson with cool down activities.</p> <p>B4.1.2.1.7: Catch a ball above the head and near the middle of the body while jogging and running.</p> <p>After general and specific warm up, learners catch balls thrown above from a distance in the air with the hand. Vary the distance and let them do this for fun. Accuracy must be considered.</p> <p>B4.1.2.1.8: Kick a ball dropped from the hands.</p> <p>Learners control a ball dropped in their pairs. They should kick balls from a 15-metre distance on the ground with the foot. Put learners into groups to control and kick their ball.</p>	<p>Personal Development and Leadership Skills: Learners develop personal and leadership skills such as throwing, swinging of hand, turning, concentration, precision, coordination, balance and creativity etc.</p> <p>Personal Development and Leadership Skills Through throwing and catching ball with a partner while moving, learners will develop personal skills and competencies such as precision, coordination strength, balance and patience as well as teamwork, tolerance, fair play, communication, creativity etc.</p> <p>Personal Development and Leadership Skills : Learners develop personal skills and competencies such as kicking, precision, coordination, balance and patience as they kick a ball dropped from the hands.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</p> <p>CONT'D</p>	<p>B4.1.2.1.9: Keep a hand-dribbled ball away from a defensive partner. Learners pairs up after a warm up. They use their hands to dribble balls away from their partners. Learners alternate the hand used in the dribble. Keep ball away from partners by placing their body in between ball and partner.</p> <p>B4.1.2.1.1sa0: Keep a foot-dribbled ball away from a defensive partner. In pairs, foot-dribble a ball away from partner. Alternate the foot used in the dribble. Learners keep balls away from partner by placing their body in between ball and partner.</p> <p>B4.1.2.1.1I: Perform movement skill with one hand or one foot and compare with movement skill with two hands and two feet. Learners perform movement skills such as dribbling in handball with one hand or foot and compared with performing movement skills with two hands and two feet.</p> <p>B4.1.3.1.1: Dance to the beat of traditional music. Learners dance to a beat of any traditional music. Learners dance as individually but at their own pace.</p> <p>B4.1.2.1.2: Roll smoothly in a backward direction (back roll). Learners demonstrate how to roll backwards. Learners in pair by supporting each other to bend backwards smoothly. Learners must be guided to avoid injuries. Those who can roll backwards on their own, should be granted the opportunity to demonstrate to their peers.</p>	<p>Personal Development and Leadership, Cooperation Skills: Learners develop these skills through the practice of dribbling of balls with hands away from a defensive partner as individuals and in a game situation.</p> <p>Personal Development and Leadership, Cooperation Skills: Learners develop these skills through the practice of dribbling of balls with feet away from a defensive partner as individuals and as in a game situation.</p> <p>Personal Development and Critical Thinking Skills: Learners develop skills such as observation, critical thinking, tolerance, etc. as they perform to explain why one hand or foot is often preferred when practicing movement skills such as dribbling as individuals and as a group.</p> <p>Personal Development and Leadership, Cooperation Skills: Learners develop skills such as coordination, reaction time, fitness, etc. through dancing to the beat of traditional music.</p> <p>Personal Development and Leadership Skills: Through practice, learners develop skills like creativity, innovation, flexibility, endurance, etc. as they perform forward roll from standing position many time to a distance in a circular form.</p>

Strand 2: MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES
Sub-Strand: SPACE AWARENESS, DYNAMICS, RELATIONS, BODY MANAGEMENT AND STRATEGIES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B4.2.1.2</p> <p>Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p>	<p>B4.2.1.2.1: Distinguish between self-space and open space.</p> <p>Learners explain the difference between self-space and open space through discussion.</p> <p>i. Learners also use indicate self-space and open space by ticking the spaces provides on a sheet appropriately.</p> <p>B4.2.2.2.1: Explain the difference between throwing to a stationary partner and throwing to a moving partner.</p> <p>Hold ball in the left hand. Place the left foot slightly forward in front of the body. Bend body slightly over the ball, pick a target, and swing the free right hand backward to contact the lower middle part of the ball (for right handed learners). When the partner is moving, the thrower would have to intensify the throw.</p> <p>B4.2.3.2.1: Identify parts of the body that are used for kicking a ball.</p> <p>Learner identify parts of the body that can be used in kicking a ball such as the hands. Learners stand with their legs opened and move to a ready position to kick a ball.</p>	<p>Communication and Collaboration Skills: Learners develop personal and communication skills as speaking, listening, etc., as the teacher demonstrates and explain the concepts of open space without making contact with others.</p> <p>Communication and Collaboration Skills: Learners develop communication skills as speaking, listening, and acquisition of new concepts, principles, strategies, etc.</p> <p>Communication and Collaboration Skills: Learners develop communication skills as speaking, listening, and acquisition of new terms as the teacher guides them to identify the parts of the body during practice.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p> <p>CONT'D</p>	<p>B4.2.4.2.1: Describe the appropriate body orientation to serve a ball, using the underhand movement pattern.</p> <p>Learner stands with feet and shoulders straight. Learner tosses the ball and swings the hand forward to strike the ball upward and forward. Learner moves the leg forward to recover.</p> <p>Learners practice with feedback as individuals and in a group for mastery, Learners progress at their own pace.</p> <p>B4.2.5.2.1: Identify the difference between dribbling a ball (with the hand and the foot, separately) while moving forward and when changing direction.</p> <p>Dribbling is the act of keeping the ball under the control of the player with the foot. In dribbling without an opponent, the player with the ball is under no pressure and at liberty to do whatever they want to do with the ball within the rules of the game. When dribbling with an opponent, the player with the ball is being contested for the ball and as a result has to consider the movements and actions of the opponent as well as keep the ball under control away from the opponent.</p>	<p>Communication and Collaboration Skills: Learners develop communication skills as speaking, listening, and acquisition of new concepts, principles, strategies, etc., as the teacher describes the appropriate body orientation to serve a ball, using the underhand movement pattern.</p> <p>Communication and Collaboration Skills: Learners develop communication skills as speaking, listening, and acquisition of new terms as the teacher guides them to identify the difference between dribbling a ball with the hand and foot while moving forward and when changing direction.</p>

Strand3: PHYSICAL FITNESS

Sub- Strands: AEROBIC CAPACITY, STRENGTH, ENDURANCE,FLEXIBILITY AND BODY COMPOSITION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B4.3.1.3</p> <p>Assess and maintain a level of physical fitness to improve health and performance.</p>	<p>B4.3.1.3.1: Perform 15 minutes’ brisk walk with music.</p> <p>Learners warm up to begin activities. Learners swing their arms by walking briskly within a demarcated area at their own pace.</p> <p>B4.3.2.3.1: Perform continuous “v” push-up</p> <p>Learner demonstrates the correct position by sitting on the floor, straightening the legs and open to “v” shape and keep palms flat on the floor. Learners lift the body up at their own pace.</p> <p>B4.3.3.3.1: Perform two sets of eight continuous “v” push-ups.</p> <p>Learner demonstrates the correct position by sitting on the floor, straightening the legs and open to “v” shape and keep palms flat on the floor by learners and try to lift the body up for continuously three set with 4 mins’ rest after each set.</p> <p>B4.3.4.3.1: Perform groin flexibility</p> <p>Learners in pairs facing each other. The one working uses the other as a support with one hand while standing on one foot. Learner flexes the free leg and uses the other hand to the ankle and pulls it backward. Learners can also do the exercise using a wall or any firm support. Give learners corrective feedback as they practice for improvement. End the lesson with cool down activities.</p>	<p>Personal Development and Leadership Skills: Learners develop personal skills, leadership and fitness by dancing 15 minute brisk walk with music.</p> <p>Personal Development and Leadership Skills: Learners develop personal skills such as perseverance, muscular strength, muscular endurance, cardiovascular endurance by performing three set of eight continuous ‘v’ push-ups.</p> <p>Personal Development and Leadership Skills: Learners develop personal skills such as perseverance, muscular strength, muscular endurance, flexibility as three set of eight continuous ‘v’ push-ups.</p> <p>Personal Development and Leadership Skills: Learners develop personal skills such as perseverance, muscular strength, muscular endurance, flexibility as they perform groin flexibility.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B4.3.1.3</p> <p>Assess and maintain a level of physical fitness to improve health and performance.</p> <p>CONT'D</p>	<p>B4.3.5.3.2: Identify body types such as endomorph (big body), mesomorph (medium body) and ectomorph (slim Body)</p> <p>Learners identify the three body types as endomorph, mesomorph and ectomorph</p>	<p>Communication and Digital Literacy Skills: As learners observe the pictures of body types and draw the pictures, they develop communication and digital literacy skills</p>

Strand 4: PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES

**Sub-Strands: FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES,
SUBSTANCES/DRUGS**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B4.4.1.4.</p> <p>Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance</p>	<p>B4.4.1.4.1: Identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity.</p> <p>Learners walk, power walk, walk-jog, jog at their own pace keeping the heart rate at maximum aerobic endurance level (70-75%) at least three times a week. Incorporate aerobic dance and circuit training and strength training in this moderate to vigorous physical activity.</p> <p>B4.4.1.4.2: Discuss how prolong physical activity increases endurance, allowing movement to occur for longer periods of time.</p> <p>Learners discuss how prolonged activities like jogging, walking, etc. improve endurance.</p> <p>B4.4.2.4.1: Explain how the intensity and duration of exercise, as well as nutritional choices, affect energy use during physical activity.</p> <p>Learners discuss the relationship between intensity and duration of exercises. The higher the intensity, the shorter should be the duration. In high intensity activity, the body burns nutrients faster and requires more nutrient intake at the end of the activity to maintain equilibrium.</p>	<p>Communication and Collaboration Skills: Learners develop personal skills such as physical fitness, aerobic capacity by participation in power walk, jogging, etc.</p> <p>Communication and Collaboration Skills: Through discussions on the components of physical fitness, learners develop personal and communication skills such as listening, writing, speaking, etc., during lesson activities.</p> <p>Communication and Collaboration Skills: As learners the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity, they develop personal skills such as speaking, listening, critiquing, etc. through discussion.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance</p> <p>CONT'D</p>	<p>B4.4.3.4.1: Identify muscles being strengthened during the performance of particular physical activities.</p> <p>Push ups strengthen the bicep muscles and muscles of the chest. Chin ups strengthen the triceps muscles. Step ups strengthen both the hamstrings and the quadriceps (muscles of the thigh).</p> <p>B4.4.4.1: Classify PE equipment under safe and unsafe.</p> <p>Assemble a variety of sports equipment, both old and new for learners to classify them into safe and unsafe.</p> <p>B4.5.4.1: Identify the effects of drugs use for physical activities.</p> <p>Learners discuss the short-term and long-term effects of drugs. The effects can be physical and psychological. Advise learners not to involve themselves in drugs. Let them know some of the dangers like sleepless nights, loss of appetite, blood pressure, body temperature, panic, seizures, rashes etc.</p>	<p>Communication and Collaboration Skills: As learners identify muscles being strengthened during the performance and discuss with teacher, they develop communication skills such as speaking, listening, cooperation, problem-solving and tolerance through class discussion.</p> <p>Communication and Collaboration Skills: As learners observe the equipment and sort them into new and old as well as classify them under safe and unsafe, they develop their cognitive domain.</p> <p>Communication and critical thinking skills: As learners listen to teacher and answer questions, learners develop personal and communication skills such as speaking, listening, cooperation, and tolerance etc. as learners identify effects of drugs use for physical activities and work in groups.</p>

Strand 5: VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES
Sub- Strands: SELF-RESPONSIBILITY, SOCIAL INTERACTION, GROUP DYNAMICS
AND CRITICAL THINKING

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B4.5.1.5</p> <p>Demonstrate value and utilise knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity</p>	<p>B4.5.1.5.1: Accept responsibility for one’s own behaviour in a group activity.</p> <p>Obey rules and regulations for the activity. Appreciate and accept calls from officiating officials. Learners must be responsible for their own actions.</p> <p>B4.5.2.5.2: Participate in a variety of group settings (e.g., partners, small groups and large groups) without interfering with others.</p> <p>Encourage learners to work in groups and observe group dynamics such as tolerance, self-respect, teamwork, etc.</p> <p>B4.5.3.5.1: Demonstrate respect for self, others, and equipment during physical activities.</p> <p>i. Learners observe the rules for self-integrity.</p> <p>ii. Learners respect peers and others when working together.</p> <p>Learners use equipment for what they were made for as well as respect their use with peers.</p>	<p>Cultural Identity and Global Citizenship Skills: As learners accept responsibility for one’s own behaviour in a group activity, they develop personal and social skills such as tolerance, empathy, teamwork, fair play when practising in a team.</p> <p>Cultural Identity and Global Citizenship Skills: As learners participate willingly in variety of physical activities they develop personal and social skills such as tolerance, respect, teamwork, fair play when practising in groups.</p> <p>Cultural Identity and Global Citizenship Skills: As learners demonstrate respect for self, others, and equipment during physical activities, they develop personal and social skills such as tolerance, empathy, teamwork, fair play in cultural and religious diversity.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B4.5.1.5</p> <p>Demonstrate value and utilise knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity</p> <p>CONT'D</p>	<p>B4.5.4.5.1: Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each.</p> <p>Learners identify the difference between physical courage as taking action but with care and physically reckless as taking action without care. The former has the key characteristics of observing the rules of the game or sports.</p>	<p>Personal Development and Problem-Solving Skills: As learners distinguish between acts of physical courage and physically reckless acts, they develop personal and social skills such as cooperation, fair play, peace, teamwork and cooperation.</p>

BASIC 5

BASIC 5
Strand 1: MOTOR SKILL AND MOVEMENT PATTERNS
Sub- Strand: LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B5.1.1.1</p> <p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics, gymnastics and dance)</p>	<p>B5.1.1.1.1: Walk on straight lines edges.</p> <p>Draw a straight line on the floor for learners to walk on. Learners walk individually and in a group under the watch of the teacher. Organise competitions for learners. End the lesson with cool down activities and use questions to end the lesson.</p> <p>B5.1.1.1.2: Skip and leap continuously</p> <p>Learners bend their knees, push against the ground to skip and leap as many times as they can at their own pace in a demarcated area. Learners practice the activities as individuals and in groups at their own pace.</p> <p>Organise competitions for learners in groups. End the lesson with cool down activities and use questions to summarise the lesson.</p> <p>B5.1.2.1.1: Roll ball using a stick through obstacles (arranged cones)</p> <p>Arrange ten cones in a straight form and zigzag. Learners roll balls through in turns. As learners move, the teacher checks their movements, control of the balls with the stick and gives corrective feedback for correct mastery of skill. Learners are allowed to progress at their own pace during practice. Organise competition for learners. End the lesson with cool down activities and use questions to summarise the lesson.</p>	<p>Development of Personal and Leadership Skills: Learners develop personal skills and competencies such as accuracy, precision, coordination strength, balance, courage, patience, teamwork, fair-play, etc. as they practice how to walk on straight lines edges.</p> <p>Development of Personal and Leadership Skills: Learners develop personal skills and competencies such as skipping and leaping, concentration, precision, coordination strength, cardiorespiratory endurance, balance and patience as well as creativity, innovation etc. as they perform the activity.</p> <p>Development of Personal and Leadership Skills: Learners personal skills and core competencies such as concentration, precision, coordination strength, balance etc. as they roll ball using a stick through obstacles.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics, gymnastics and dance)</p> <p>CONT'D</p>	<p>B5.1.2.1.2: Perform simple small-group balance stunts by distributing weight and base of support.</p> <p>Learner stands straight and hold on to another person. Rise up and move as high as possible and distribute body weight on toes. Organise competition for learners and use time declare winners based on how long it takes a member of the group loses a balance. End the lesson with cool down activities and use questions to summarise the lesson.</p> <p>B5 1.2.1.3: Change direction quickly whiles walking with an object within obstacles but keep one’s balance.</p> <p>After general and specific warm ups, learners stand with balls in front. Learners dribble through the obstacles whiles maintaining their balance, agility in turns and progress at their own pace. Put learners in groups to compete.</p> <p>B5.1.2.1.4: Striking a dropping light ball upward and forward to a teammate using the hands or feet.</p> <p>After warm ups as usual, learners are grouped in pairs with a ball. Learners toss balls and swing their feet from behind to strike the ball to a partner at appropriate distance. Partners strike the ball back to continue the rally. Group can be striking balls light ball like volleyballs with their hands and strike heavy balls like footballs with their foot to prevent injuries.</p> <p>Learners continue with the process when the ball drops. Supervise and give support to learners. Organise mini football and volley competition. End lesson with cool down activities.</p>	<p>Development of Personal and Leadership Skills: Learners will develop personal skills and core competencies such as throwing, coordination, strength and balance as they perform simple small-group balance stunts by distributing weight and base of support.</p> <p>Development of Personal and Leadership Skills: As learners hold spoon and lime whiles moving, they will develop personal skills and competencies such as precision, coordination, balance and patience as they change direction quickly whiles walking with an object within obstacles.</p> <p>Development of Personal and Leadership Skills: Through striking a dropping light ball upward and forward to partner using the hand or feet, learners will develop personal skills and competencies such as precision, coordination strength, balance and patience as well as teamwork.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics, gymnastics and dance)</p> <p>CONT'D</p>	<p>B5.1.2.1.5: Strike a dropped ball, with a racket or paddle, toward a target by using the forehand and back hand movement pattern to a partner.</p> <p>After warm ups as usual, learners are put in pairs with a ball racket/paddle. Learners toss a ball and swing the racket/paddle from behind to strike the ball to a partner about 6m away using a racquet or paddle. Let the paddle strike the ball.</p> <p>B5.1.2.1.6: Throw a ball to a moving partner to catch while walking, jogging and running.</p> <p>Learners go through general and specific warm ups. Group learners in pairs with a ball. Partners stand at an appropriate distance facing the each other. Learners perform throwing and catching whiles walking, jogging and running as in handball or basketball based on the balls available and learners' ability. Supervise learners and give the feedback to improve their performance. Let them play handball, or basketball game. End the lesson with cool down activities.</p> <p>B5.1.2.1.7: Catch a ball below the waist and away from the body while jogging and running.</p> <p>Learners start with general and specific warm ups. Group learners in pairs with a ball stand at appropriate distance apart facing each other. Learners perform throwing and catching ball below the waist and away from the body level as they move from one point to the other. Supervise them and give the feedback to improve their performance. Learners play handball, netball or basketball game. End the lesson with cool down activities.</p>	<p>Development of Personal and Leadership Skills: Through striking of a dropping light ball upward and forward to partner using a racket or paddle, learners will develop personal leadership skills such as precision, coordination, strength, balance and patience as well as teamwork.</p> <p>Development of Personal and Leadership Skills: Learners will develop personal skills and leadership skills such as agility, concentration, coordination, creativity, strength and balance.</p> <p>Development of Personal and Leadership Skills: Learners will develop personal skills and core competencies such as agility, concentration, coordination, creativity, agility, strength and balance.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics, gymnastics and dance)</p> <p>CONT'D</p>	<p>B5.1.2.1.8: Stop a kicked ball by trapping it with the foot while standing or moving.</p> <p>Learners after warm up stand in pairs facing each other with a ball. The partner with the ball throws it to the partner to trap (control the movement) with the foot, thigh or chest. The practice should be done one after the other. Learners practice and progress at their own pace.</p> <p>B5.1.2.1.9: Dribble a ball (by hand) while preventing another person from possessing the ball.</p> <p>Put Learners in pairs after a warm up. Learners dribble their peers with their foot as in football or with their hands as in handball but through cones or similar obstacles. Learners progress to advance dribbling their peers prevent them from taking possession of the balls. Alternate the hand or foot used in the dribble. Keep ball away from peers by placing your body in between ball and partner. Organise a mini football competition. End the lesson with cool down activities.</p> <p>B5.1.2.1.10: Dribble a ball (by foot) and kick it to a partner at a distance of about five metres.</p> <p>Put learners in pairs after a warm up. Learners to dribble a ball through cones, skittles or objects and kick it to a partner at five metres. Organise a mini football game for learner to participate in.</p>	<p>Development of Personal and Leadership Skills: Learners will develop personal skills and core competencies such as agility, concentration, coordination and creativity.</p> <p>Development of Personal and Leadership Skills: Learners will develop personal skills and core competencies such as agility, concentration, coordination, flexibility and creativity,patience,tolerance,teamwork,collaboration.</p> <p>Development of Personal and Leadership Skills: Learners will develop personal skills and core competencies such as agility, concentration, coordination, creativity, strength and balance.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)</p> <p>CONT'D</p>	<p>B5.1.3.1.1: Organise traditional music and dance.</p> <p>After warm up routine, the teacher will organise traditional music and dance for learners. Learners dance in pairs base on their ability level. Organise dancing competition for learners. End lesson with cool down activities.</p> <p>B5.1.3.1.2: Start and sprint for distance.</p> <p>After general and specific warm-up, learners to go on crouch with the knee of the rear leg in line with the heel of the front leg. The front foot and the hands are also placed about 10cm away from the start line with head bent down -on your marks. At set, learners extend the rear leg, shifting the body weight onto the arms with head down. At go, learners explode quickly by running to a distance of 40m in groups.</p> <p>Organise 50m dash for learners. End lesson with cool down.</p> <p>B5.1.3.1.3: Roll in a backward direction (back roll) emphasizing a rounded form.</p> <p>After general and specific warm-up, guide learners to squat in front of a spread mat/safe floor. Place hands on the mat/floor and tuck the chin to touch the chest. From this position, push with the hands and roll forward in a round form and back to the standing. Allow learner to progress at their own pace and always give support.</p> <p>Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace. End the lesson with cool down.</p>	<p>Development of Personal and Leadership Skills: Learners will develop personal skills and leadership skills as they acquire agility, concentration, coordination, creativity, strength and balance.</p> <p>Personal Development and Critical Thinking Skills: Learners develop skills such as reaction time, coordination, power, critical thinking, tolerance, etc. as they perform dance.</p> <p>Personal Development and Leadership Skills: Learners develop these skills such as flexibility, muscular strength, muscular endurance, coordination, reaction time, leadership skills, confidence etc., as they start and sprint for distance as individual and in a group.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B5.2.1.2. Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p> <p>CONT'D</p>	<p>B5.2.1.2.1: Describe ways to create more space between an offensive player and a defensive player.</p> <p>Learners explain with examples the need for players to create space for themselves in order to have enough room to operate. Adequate space enables learners to perform better.</p> <p>B5.2.2.2.1: Explain the differences in applying and receiving force when jumping for height and distance.</p> <p>Teacher explains to learners that in jumping for height, the performer has to displace the force of gravity acting on the body from the sky by placing it outside the centre of the body. At the same time, the performer should take advantage of reaction force by pushing hard on the ground during take-off so as to gain height.</p> <p>B5.2.3.2.1: Compare the difference in throwing a ball with the “left hand and right hand” and kicking a ball with “left foot and right foot for distance”.</p> <p>Learners compare and discuss the difference as obviously, one hand would be stronger than the other. It is much easier for the stronger hand to execute a task. Any of the hands that is stronger can throw faster than the other.</p>	<p>Communication and Collaboration Skills: Learners develop communication skills such as speaking, writing, as well as critical thinking and problem-solving, creativity and innovation, etc. as they describe ways to create more space between an offensive player and a defensive player.</p> <p>Communication and Collaboration Skills: Learners develop communication skills such as speaking, writing, as well as critical thinking and problem-solving etc. as they explain the differences in applying and receiving force when jumping for height and distance.</p> <p>Communication and Collaboration Skills: Learners develop communication skills such as speaking, writing, as well as critical thinking and problem-solving etc. as they compare the difference in throwing a ball with the “left hand and right hand” and kicking a ball with “left foot and right foot distances”.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p> <p>CONT'D</p>	<p>B5.2.4.2.1: Explain the purpose of using a side orientation when striking a ball from a batting tee.</p> <p>Exemplar: Learners explain the purpose of using the side orientation as:</p> <ul style="list-style-type: none"> i. Give accuracy ii. Speed iii. Direction iv. Spinning, etc. <p>B5.2.5.2.1: Distinguish between volleying and kicking and describe the similarities and differences.</p> <p>Volleying is when a ball is struck before it touches the ground. It is common in soccer, volleyball, tennis, cricket etc.</p> <p>Kicking is the act of striking a ball from the ground which is common in soccer</p>	<p>Communication and Critical Thinking Skills</p> <p>Learners develop communication skills such as speaking, writing, as well as critical thinking and problem-solving etc. as explain the purpose of using a side orientation when striking a ball from a batting tee.</p> <p>Communication and Collaboration Skills: Learners develop communication skills such as speaking, writing, as well as critical thinking and problem-solving etc. as they distinguish between volleying and kicking and describe the similarities and differences.</p>

Strand 2: Movement Concepts, Principles and Strategies
Sub-Strand: Space Awareness, Dynamics, Relations, Body Management and Strategies

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p> <p>CONT'D</p>	<p>B5.2.4.2.4: Explain the purpose of using a side orientation when striking a ball from a batting tee.</p> <p>Learners explain the purpose of using the side orientation as:</p> <ul style="list-style-type: none"> i. Give accuracy ii. Speed iii. Direction iv. Spinning, etc. <p>B5.2.5.2.5: Distinguish between volleying and kicking and describe the similarities and differences.</p> <p>Volleying is when a ball is strike before it touches the ground. It is common in soccer, volleyball, tennis, cricket etc.</p> <p>Kicking is the act of striking a ball from the ground which is common in Soccer</p>	<p>Communication and Critical Thinking Skills</p> <p>Learners develop communication skills such as speaking, writing, as well as critical thinking and problem-solving etc. as explain the purpose of using a side orientation when striking a ball from a batting tee.</p> <p>Communication and Collaboration Skills: Learners develop communication skills such as speaking, writing, as well as critical thinking and problem-solving etc. as they distinguish between volleying and kicking and describe the similarities and differences.</p>

Strand3: PHYSICAL FITNESS

Sub- Strands: AEROBIC CAPACITY, STRENGTH, ENDURANCE, FLEXIBILITY AND BODY COMPOSITION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B5.3.1.3</p> <p>Assess and maintain a level of physical fitness to improve health and performance.</p>	<p>B5.3.1.3.1: Perform 10 minutes jogging with music.</p> <p>Choose music that can aid learners to jog. Learners jog at their own pace for 10 minutes. Learners communicate with their teachers and peers signs and symptoms as they progress in the activity.</p> <p>B5.3.2.3.1: Perform continuous pull ups.</p> <p>Learners after general and specific warm ups, hang on a bar and perform pull-ups at their own ability level and at their own pace. Learners work in groups and as individually at their own pace.</p> <p>B5.3.3.3.1: Perform two set of continuous push ups.</p> <p>Learners after general and specific warm ups, learners lie on the ground face down. Learners with their palms flat on the ground by their side, extend their arms to move their trunk up and flex the arms again to move the body back to lying position. Learners continue the process for a number of time base on their ability in a set. Learners repeat the second set after rest and progress at their own pace.</p> <p>B5.3.4.3.1: Perform standing bend and reach the knee with the forehead.</p> <p>Learners go through warm up. Learners stand straight shoulder with apart. Arms by their sides tilt to one side of their body till the hand reaches the knees. Same should be done to the other side. Let them perform in pairs so that as one performs the other gives support.</p> <p>B5.3.5.3.1: Identify the capabilities of the various body types.</p> <p>There are three main body types: Ectomorph, Endomorph and Mesomorph. Ectomorph: Lean and long with difficulty to build muscles Endomorph : Big, high body fats, round in shape and high tendency to store body fats and softbody Mesomorph: Muscular and well built, high metabolism and responsive muscle cell.</p>	<p>Personal Development and Leadership Skills: Learners develop personal skills, leadership and fitness such as coordination, muscular strength, muscular endurance, flexibility and aerobic capacity by perform 10 minutes jogging with music.</p> <p>Personal Development and Leadership Skills: Learners develop personal skills such as perseverance, muscular strength, muscular endurance, flexibility by perform five continuous pull ups.</p> <p>Personal Development and Leadership Skills: Learners develop personal skills such as perseverance, muscular strength, muscular endurance, flexibility by perform five continuous push ups.</p> <p>Personal Development and Leadership Skills: Learners develop personal skills such as perseverance, muscular strength, muscular endurance, flexibility as they perform standing bend and reach the knee with the forehead.</p> <p>Personal Development and Leadership Skills: As learners listen to teacher and answer questions, learners develop personal and communication skills such as speaking, listening, cooperation, and tolerance.</p>

Strand 4: PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES

Sub- Strands: FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B5.4.1.4</p> <p>Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p>	<p>B5.4.1.4.1: Monitor the intensity of one’s heart rate during physical activity.</p> <p>Learners determine heart rate using their age. Learners learn how to take the heart beat by palpating at the radial artery or carotid artery. During exercise, learners should be encouraged to take heart rates for 15 seconds and multiply by 4 to obtain beat per minutes.</p> <p>Learners use various gadgets (polar wrist watches, polar vests, heart rate monitors, etc.) that determine exercise intensity and heart rate during and after physical activity. There are treadmills that determine calories burnt, distance covered.</p> <p>B5.4.1.4.2: Describe how muscle strength and muscle endurance enhance motor skill performance.</p> <p>Teacher explains that muscles aid in movement, lifting, etc. Strong arm, chest, and back muscles will therefore facilitate movements in these parts of the body.</p> <p>B5.4.2.4.1: Explain why dehydration impairs temperature regulation and physical and mental performance.</p> <p>The body is made of 75% water. Water lubricates our joints and keeps the body temperature in check by releasing unwanted heat through sweat. The brain cell is composed mostly of water and the lack of it causes imbalance in the functioning of the brain.</p>	<p>Personal Development and Communication Skills: Learners develop personal and communication skills such as physical fitness knowledge, aerobic capacity knowledge as learners monitor the intensity of one’s heart rate during physical activity.</p> <p>Personal Development Communication Skills: Through discussions on the components of physical fitness, learners develop personal and communication skills such as listening, writing, speaking, etc.</p> <p>Personal Development and Communication Skills: Learners develop knowledge on dehydration and physical performance as well as speaking and listening by explain why dehydration impairs temperature regulation and physical and mental performance.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p> <p>CONT'D</p>	<p>B5.4.3.4.1: Describe the role of muscle strength and proper lifting in the prevention of back injuries.</p> <p>Teacher explains to learners that muscles aid in movement, lifting, etc. Strong arm, chest, and back muscles will therefore facilitate movements in these parts of the body.</p> <p>B5.4.3.4.2: List factors that cause injuries when using PE equipment.</p> <p>Teacher explains that injuries may occur when the learner had not gone through proper warm-up and stretching. Warm up prevents injuries to the muscles and the joints, increases the elasticity in the muscles to adapt to the ensuing vigorous activities. Teacher should ensure that the environment and the equipment are safe for use.</p>	<p>Communication Skills: As learners describe the role of muscle strength and proper lifting in the prevention of back injuries, they develop communication skills such as speaking, listening, cooperation, problem-solving and tolerance through class discussion.</p> <p>Personal Skills, and Communication: As learners list factors that cause injuries when using PE equipment as well as classify them under safe and unsafe, they develop their cognitive domain.</p>

Strand 5: VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES

Sub- Strands: SELF-RESPONSIBILITY, SOCIAL INTERACTION, GROUP DYNAMICS AND CRITICAL THINKING

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B5.5.1.5</p> <p>Demonstrate value and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p>	<p>B5.5.1.5.1: Participating independently in fitness and skill development activities outside school.</p> <p>Learners are self-motivated to participate in physical activities at least once outside the school physical education programme.</p> <p>B5.5.2.5.1: Acknowledge orally the contributions and strengths of others.</p> <p>Teacher appreciates each individual’s strengths, weaknesses and contributions in group settings by praising them such as “ayekoo”, good work, etc.</p> <p>B5.5.3.5.1: Identify and define the role of each participant in a cooperative physical activity.</p> <p>Teacher should study the learners and appoint those who have the potentials as leaders. There could be a general leader and groups leaders in a class. When they are made leaders, they become more responsible.</p> <p>B5.5.4.5.1: Contribute ideas and listen to the ideas of others in cooperative problem-solving activities.</p> <p>Learners explains the need to listen attentively to peers or people when speaking or contributing to an issue whiles waiting for their turn.</p>	<p>Personal Development and Citizenship Skills: As learners participate willingly in variety of physical activities they develop personal and social skills such as tolerance, respect, teamwork, fair play when practicing in a team.</p> <p>Cultural Identity and Global Citizenship Skill: As learners acknowledge orally the contributions and strengths of others, they develop personal and social skills such as tolerance, cooperation, empathy, teamwork and fair-play.</p> <p>Citizenship and Problem-Solving Skills: As learners define the role of each participant in a cooperative physical activity, they develop personal and social skills such as tolerance, empathy, teamwork, fair play in cultural and religious diversity.</p> <p>Personal Development and Problem-Solving Skills: As learners develop the skills such as cooperation, peace, tolerance, teamwork and communication.</p>

BASIC 6

BASIC 6
Strand I: MOTOR SKILLS AND MOVEMENT PATTERNS
Sub- Strand: LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B6.1.1.1</p> <p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics, gymnastics and dance)</p>	<p>B6.1.1.1.1: Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.</p> <p>After warm up activities, learners perform long jump by:</p> <ol style="list-style-type: none"> i. Practicing approach run. ii. Practicing approach run and single take off with a comfortable foot. iii. Practice landing on both feet with emphasis on bending the hips, knees, and ankles to reduce the impact force. iv. Learners practice at their own pace base on their abilities. v. Learners cool down to end the lesson. <p>B6.1.1.1.2: Perform the differences in applying and receiving force when jumping for height and distance (high jump).</p> <p>Learners after adequate warm up, they go through a vertical jumping approach. Learners use both arms efficiently to control balance as needed during approach run and take-off. Learners control the flight phase by leaning their trunk slightly backwards, one-foot take-off, two feet take-off, feet land shoulder width apart and flexion of knees with the height of the jump and landing on the balls of feet (double landing).</p>	<p>Personal Development and Leadership Skills: Learners develop competencies and personal skills such as critical thinking, collaboration, communication, body balance, power to take-off and land and leadership skills: supporting and guiding one another as jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.</p> <p>Development of Personal and Critical Thinking Skills: Learners develop personal skills such as flexibility, muscular strength, agility, etc. as well as leadership, creativity and innovation, communication as they practice and explain the differences in applying and receiving force when jumping for height and distance.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics, gymnastics and dance)</p> <p>CONT'D</p>	<p>B6.1.2.1.1: Roll ball using a stick in a game situation (hockey). After a warm-up, learners practice how to:</p> <ol style="list-style-type: none"> i. hold or handle a hockey stick. ii. roll the ball from place to place at learners' pace. iii. play a mini hockey game in groups using rolling skill. iv. Learners cool down to end the lesson. <p>B6.1.2.1.2: Perform simple small stunts while shifting base of support from one part of the body to the other. Learners go through warm ups to make the body flexible for performance.</p> <ol style="list-style-type: none"> i. Learners move into simple steps in a rhythm over a rotatory rope performed by two peers at a spot. As they jump, the rope is withdrawn from their feet. ii. Learners hop over obstacles and land with the other foot while in motion. iii. Learners practice using different strategies at their own pace and ability. 	<p>Personal Development and Leadership Skills: Learners develop personal skills and competencies such as strength, balance, creativity, coordination, tolerance, patience, collaboration, etc. as they roll ball using a stick in a game situation.</p> <p>Personal Development and Leadership Skills: Learners develop personal and leadership skills and competencies such as strength, endurance, coordination, balance, patience, teamwork etc. as they perform simple small stunts while shifting base of support from one body part to the other</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics, gymnastics and dance)</p> <p>CONT'D</p>	<p>B6 1.2.1.3: Change direction quickly to maintain ones' balance while running with an object through obstacles.</p> <p>Exemplar. Learners go through adequate warm up. Arrange a set of cones in a straight line. Learners walk through the spaces within the cones. Learners jog through and stop at every cone/station to change direction. Learners run and stop in front of a cone and change direction. Learners practice the skill at their own pace. Learners cool down to end the lesson.</p> <p>B6.1.2.1.4: Strike a tossed ball with the hands above the forehead (tennis serve).</p> <p>Organise learners with volleyballs facing a target. Learners toss a ball and strike it with the palm or fist (overhead) to a target bases on their ability. Learners practice over hanged net (optional) by striking a tossed ball over it to the target for mastery of tennis serve. Learners play mini volleyball starting with tennis a serve.</p> <p>B6.1.2.1.5: Strike a gently tossed ball with a bat, using a forehand and backhand movement pattern.</p> <p>Organise learners with table tennis balls and bats. Learners stand with one foot forward behind table tennis board, knees bent and trunk slightly leaning forward, holding bat with one hands and swing the bat from the side to strike the ball to the target. Learners practice, striking/service at different heights, while you give them the feedback to correct the errors.</p>	<p>Personal Development and Leadership Skills Learners develop personal skills and competencies such as accuracy, agility, precision, coordination strength, balance, courage, patience, spatial awareness, teamwork, etc. as they change direction quickly to maintain their balance while running with an object through obstacles.</p> <p>Personal Development and Leadership Skills: Learners develop personal skills and competencies such as accuracy, precision, coordination strength, balance, courage, patience, teamwork etc. as they practice how to strike a tossed ball with the hands above the forehead.</p> <p>Personal Development and Leadership Skills: Learners develop personal skills and competencies such as throwing and catching, concentration, precision, coordination strength, balance and patience as well as creativity etc. as they strike a gently tossed ball with a bat, using a forehand and backhand movement pattern. e.g. Table tennis.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics, gymnastics and dance)</p> <p>CONT'D</p>	<p>B6.1.2.1.6: Throw and catch a ball with a partner while both partners are moving. Demonstrate to learners with a ball to stand with the foot opposite the throwing hand forward. Let them stretch their hands backward but below the shoulder by bending the trunk sideways towards the stretched hand. Instruct them to swing the stretched arm with the ball forcefully and throw the ball to the target by moving the trunk briskly up and pointing the non-throwing hand towards the direction of throw. After throwing, encourage the learners to move the back leg forward for recovery/balance.</p> <p>B6.1.2.1.7: Show how to adjust body position to catch a ball thrown off-centre. Demonstrate the correct hand, arm, body, feet position in catching. Learners relax their arms by sides and keep their forearms in front. Arms and body adjust to the path of the object (ball). Feet in a balanced stride position and eyes track the object throughout the catching action. Learners practice the skill at their own pace based on their capabilities and progress at their own pace. Learners adjust their performance base on the feedback from teacher and peers.</p> <p>B6.1.2.1.8: Catch a flying ball above the head, below the waist, and away from the body while jogging and running. Learners bounce ball on floor with their dominant hands and catch with two hands at the waist level. Toss ball in the air with the dominant hand and catch with two hands overhead. Learners in pairs practice varied forms of throwing (above the head, below the waist) while jogging or running to catch. Learners progress at their own pace based on their capabilities.</p> <p>Learners play mini handball or basketball based on the materials used in practicing the skill. Learners cool down to end the lesson.</p>	<p>Personal Development and Leadership Skills: Learners personal and leadership skills and other competencies such as concentration, precision, coordination strength, balance etc. as they throw and catch a ball with a partner while both partners are moving.</p> <p>Personal Development and Leadership Skills: Through throwing and catching ball with a partner while moving, learners will develop personal skills and competencies such as precision, coordination strength, balance and patience as well as teamwork, tolerance, communication, creativity etc.</p> <p>Personal Development and Leadership Skills: As learners catch a flying ball above the body, below the waist, and away from the body while jogging and running they develop personal skills and core competencies such as accuracy, precision, coordination strength, balance and patience as well as teamwork, tolerance, fair play, communication, creativity etc. during practice.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics, gymnastics and dance)</p> <p>CONT'D</p>	<p>B6.1.2.1.9: Kick a ball, dropped from the hands, at a target (goalies' punting in football).</p> <p>Arrange about five cones with partners standing at the opposite sides about 5m away from the cones facing each other. Let the learner in front with the ball dribble through the cones and after the last cone kicks it to the partner standing in front of the other group. Arrange more cones and guide learners to practice with corrective feedback.</p> <p>B6.1.2.1.10: Dribble and pass a ball to a partner while being guarded.</p> <p>Arrange five cones with partners standing at the opposite sides about 5m away from the cones facing each other. Learners dribble through the cones freely. Learners dribble while being prevented/guarded by their peers in pairs and in a group. Learners practice based on their capabilities and progress at their own pace. Learners' practice dribbling in handball, football/basketball based on facilities and material available.</p> <p>B6.1.2.1.11: Dribble a ball and kick (shoot) it towards a goal while being guarded.</p> <p>Arrange 5 cones in front of a goal post. The last cone should be about 5-10m away from the target or the goal post. Learners in front with the ball dribbles through the cones based on their capabilities and after the last cone kicks it into the goal post. Learners progress at their own pace. Learners play mini football game in groups. Learners cool-down to end the lesson.</p>	<p>Personal Development and Leadership Skills: Learners will develop personal skills and core competencies such as agility, concentration, coordination, strength and balance as they kick a ball, dropped from the hands, at a target eg. Football.</p> <p>Personal Development and Leadership Skills: Learners develop these skills through the practice of dribbling of balls with hands and feet using varying amount of force as individuals and as in a game situation.</p> <p>Personal Development and Leadership Skills: Learners develop these skills such as agility, precision, power, direction, coordination, etc. through the practice of dribbling of balls ball and kick it towards a goal while being guarded.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics, gymnastics and dance)</p> <p>CONT'D</p>	<p>B6.1.2.1.12: Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.</p> <p>Learners participate in a mini Handball, Volleyball, Basketball, Netball, Hockey, etc. base on the facilities and materials available. Learners use strategies and tactics in playing the game as a team. Learners play various roles in a team and cooperate with one another in achieving the teams' objectives. Learners cool down to end the lesson.</p> <p>B6.1.3.1.1: Organize aerobic dance.</p> <p>Organise aerobic dance with local or foreign music. Learners perform rhythmic exercises to develop and refine basic movements skills such as coordination, flexibility, muscular endurance, cardio-vascular endurance, etc. Learners perform and progress at their own pace. Learners use feedback from peers and teacher to improve their fitness skills.</p> <p>B6.1.3.1.2: Roll (body) smoothly forward and backward (combination of forward and backward roll)</p> <p>After a warm up, learners curve their bodies adequately, tuck their head, push off evenly with both feet, take the body weight on the hands and arms. The head and body stay tucked in throughout the roll. Learners keep the front and top of the head from touching the mat. Learners roll back to their feet unaided at their own pace. Learners adapt forward roll technique based on their capabilities.</p>	<p>Personal Development and Leadership Skills: Learners develop personal and core competencies skills such as agility, muscular strength, muscular endurance, flexibility, patience, leadership, teamwork etc. as they perform cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person individually or in groups.</p> <p>Personal Development and Leadership Skills: Learners develop flexibility, cardiovascular endurance, aerobic capacity, and coordination etc. through the practice of aerobic dance.</p> <p>Personal Development and Leadership skills: Through practice, learners develop skills like creativity, innovation, flexibility, endurance, etc. as they perform forward roll from standing position many times to a distance in a circular form.</p>

Strand 2: Movement Concepts, Principles and Strategies
Sub-Strand: Space Awareness, Dynamics, Relations, Body Management and Strategies

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate knowledge of movement concepts, principles, strategies that apply to the learning and performance of physical activities</p>	<p>B6.2.1.2.1: Explain the importance of open space in playing team games.</p> <p>Learners explain the importance of open space in playing team games as; it allows room for the beauty of the game, learners are able to operate in a conducive atmosphere.</p> <p>Self-space and general space are very important when working in groups. Self-space is the amount of space one occupies when not travelling.</p> <p>B6.2.2.2.1: Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.</p> <p>To get started, one needs to learn four basic strokes: the forehand drive, the forehand push, the backhand drive and the backhand push. Once the learners master these strokes, the teacher can go on to more complex techniques that will raise the level of their game.</p> <p>B6.2.3.2.1: Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.</p> <p>Exemplar: Let learners toss and catch for accuracy. Let them high and low level. Let learners catch from different positions.</p>	<p>Communication and Collaboration Skills: Learners develop personal and communication skills as speaking, listening, etc., as the teacher demonstrates and explain the concepts of open space in playing sport-related games.</p> <p>Communication and Collaboration Skills Learners develop communication skills as speaking, listening, and acquisition of new concepts, principles, strategies, etc., as the teacher guides them to identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.</p> <p>Communication and Collaboration Skills: Learners develop communication skills as speaking, listening, and acquisition of new terms and concepts as the teacher guides them to identify how the intended direction of an object is affected by the angle of the implement or part of body at the time of contact.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate knowledge of movement concepts, principles, strategies that apply to the learning and performance of physical activities</p> <p>CONT'D</p>	<p>B6.2.4.2.1: Explain the role of the legs, shoulders, and forearm in the forearm pass.</p> <p>Let learners swing their arms in preparation. Shoulder move forward horizontally as it extends. Forearm rotation through hips, legs and shoulders drop slightly. All together produce the final force to move the ball to the target.</p> <p>B6.2.5.2.1: Identify opportunities to pass or dribble while being guarded (offense and defense).</p> <p>After general and specific warm ups, guide learners to keep their body between opponent and the ball. Let them possess the ball in the opponents playing grounds. Dribble in a zigzag manner. Instruct them to pass the ball to their teammates when they are free.</p>	<p>Communication and Collaboation Skills: Learners develop communication skills as speaking, listening, and acquisition of new concepts, principles, strategies, etc., as the teacher explain the role of the legs, shoulders, and forearm in the forearm pass during practice.</p> <p>Communication and Collaboation Skills: Learners develop communication skills as speaking, listening, and acquisition of new terms as the teacher guides them to identify the difference between dribbling a ball with the hand and foot.</p>

Strand3: PHYSICAL FITNESS

Sub- Strands: AEROBIC CAPACITY, STRENGTH, ENDURANCE, FLEXIBILITY AND BODY COMPOSITION.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B6.3.1.3</p> <p>Assess and maintain a level of physical fitness to improve health and performance.</p>	<p>B6.3.1.3.1: Perform 8 minutes running with or without music.</p> <p>Learners in file accompanied by music (any form) run for 8 minutes none stop for fitness test at the beginning of the term. Learners run at their own pace,</p> <p>B6.3.2.3.1: Perform 15 continuous sit-ups</p> <p>Learners sit on a mat with in a v-shaped legs position. Keep their arms by their side. Perform sit ups continuously for 15 times. Learners test their abdominal muscular strength by counting and logging the number they are able to perform in a set at their own pace.</p> <p>B6.3.3.3.1: Perform three sets of 15 continuous push-ups.</p> <p>Learners after general and specific warm ups, lie on the ground face down. Learners with their palms flat on the ground by their side, extend their arms to move their trunk up and flex the arms again to move the body back to lying position. Learners continue the process for a number of based on their ability in a set. Learners repeat the second and third set after rest based on their ability and progress at their own pace.</p> <p>B6.3.4.3.1: Perform trunk rotation.</p> <p>After warm ups, learners sit with their right leg straight, left leg bent and crossed over the right knee. Learners keep left hand on the floor and turn their trunks as far as possible to the right but at their ability level. Learners repeat the action to the left for holistic development.</p>	<p>Personal Development and Leadership Skills: Learners develop personal skills, leadership and fitness such as coordination, muscular strength, muscular endurance, flexibility and aerobic capacity by perform 8 minutes running with or without music.</p> <p>Personal Development and Leadership Skills: Learners develop personal skills such as perseverance, muscular strength, muscular endurance, support, flexibility by perform 15 continuous sit ups.</p> <p>Personal Development and Leadership Skills Competencies: Learners develop personal skills such as perseverance, muscular strength, muscular endurance, flexibility by perform 15 continuous sit-ups.</p> <p>Personal Development and Leadership Skills: Learners develop personal skills such as perseverance, muscular strength, muscular endurance, flexibility as they perform trunk rotation.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Assess and maintain a level of physical fitness to improve health and performance.</p> <p>CONT'D</p>	<p>B6.3.5.3.1: Identify the capabilities of the various body types (mesomorph, ectomorph and endomorph).</p> <p>Learners identify the capabilities of each body types:</p> <ul style="list-style-type: none"> i. Mesomorph – Sprinter, player (all roles) Lifter, etc. ii. Ectomorph – Long distance runner, midfielder, basketball shooter, etc. iii. Endomorph – Good swimmer, thrower, hockey goalkeeper, etc. 	<p>Communication and Collaboration</p> <p>Skills: As learners observe the pictures of body types, list and draw the pictures, they develop communication skills like, speaking, writing, and drawing through class discussion and assignment.</p>

STRAND 4: PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES

Sub- Strands: FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B6.4.1.4</p> <p>Lemonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p>	<p>B6.4.1.4.1: Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness.</p> <p>Discuss physical fitness as the process attained through quality instructional physical education. Participation in physical activity and knowledge of fitness components coupled with an appreciation for good health. Learners develop a one-day personal fitness which include: Jogging – muscular endurance, running – cardio-respiratory endurance, push ups – muscular strength, aerobic dance-flexibility, etc.</p> <p>B6.4.1.4.2: Explain the role that weight-bearing activities play in bone strength.</p> <p>Learners explain that weight training develops muscular strength, makes the bones strong for fitness activities, stabilises the body position, etc.</p> <p>B6.4.2.4.3: Plan a balanced diet menu to improve performance in physical activity.</p> <p>Learners understand the need to take in a balanced diet to keep them healthy. It is important to eat food to gain energy. Food is made up of six classes of nutrients including carbohydrates, fat, protein, vitamins, minerals and water.</p>	<p>Communication and Collaboration</p> <p>Skills: Learners develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness, they develop skills such as fitness knowledge, problem-solving, leadership and arithmetic.</p> <p>Communication and Collaboration</p> <p>Skills: Through discussions on the role that weight-bearing activities play in bone strength, learners develop personal and communication skills such as listening, writing, speaking, etc., during lesson activities.</p> <p>Communication and Collaboration</p> <p>Skills: As learners plan a balanced diet menu for learners to improve performance in physical activity, they develop communication skills such as speaking, listening, cooperation, problem-solving and tolerance through class discussion.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p> <p>CONT'D</p>	<p>B6.4.3.4.4: List the benefit of safety procedures and rules associated with physical activity.</p> <p>Learners come out with their best performance, give them confidence to participate in any physical activity, prevent injuries to increase performance, etc.</p> <p>B6.4.4.4.5: Identify ways to minimise injuries when using PE equipment.</p> <p>Learners develop guidelines for equipment use. They observe ample space between peers when working in groups. Throw/serve balls in the same directions, retrieve balls, equipment at the same time, etc.</p> <p>B6.4.5.4.6: Discuss with learners the effects of drug addiction.</p> <p>Learners discuss effects of drug addiction as; madness, uneasiness, death, etc.</p>	<p>Communication and Collaboration Skills: As learners list the benefit of safety procedures and rules associated with physical activity, they develop communication skills such as speaking, listening, cooperation, problem-solving and tolerance through class discussion.</p> <p>Communication and Collaboration Skills: As learners observe the equipment and develop guidelines to minimise injuries when using PE equipment, they develop their experiences in how work safely with equipment.</p> <p>Communication and Critical Thinking Skills: As learners listen to teacher and answer questions, learners develop personal and communication skills such as speaking, listening, cooperation, and tolerance etc</p>

Strand 5: VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES
Sub-Strands: SELF-RESPONSIBILITY, SOCIAL INTERACTION, GROUP DYNAMICS AND CRITICAL THINKING

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B6.5.1.5: Demonstrate value and utilise knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p>	<p>B6.5.1.5.1: Participate productively in group physical activities. Emphasis during physical activity that without cooperation learners cannot positively work together. Learners participate in mini Handball, Volleyball, Basketball, Netball, Hockey, etc.</p> <p>B6.5.2.5.2: Provide positive feedback to peers during physical activities. Learners provide positive feedback to their peers during physical activities by telling them the specific good performances and what they should improve on for high performance.</p> <p>B6.5.3.5.3: Identify and agree on a common goal when participating in a cooperative physical activity. Learners appreciate each individual's strengths, weaknesses and contributions in group settings to appreciate physical games and activities from different cultures around the globe. Should work together in decision making.</p> <p>B6.5.4.5.4: Evaluate individual responsibility in group efforts. Evaluate individual learners' responsibility in group efforts and encourage them to do better.</p>	<p>Cultural Identity and Global Citizenship: As learners participate productively in group physical activities they develop personal and social skills such as tolerance, respect, teamwork, and fair play.</p> <p>Cultural Identity and Global Citizenship: As teacher provides positive feedback to peers during physical activities, they develop personal and social skills such as tolerance, leadership, teamwork, and fair play.</p> <p>Cultural Identity and Global Citizenship: As learners demonstrate respect for self, others, and equipment during physical activities, they develop personal and social skills such as tolerance, empathy, teamwork, fair play in cultural and religious diversity.</p> <p>Cultural Identity and Global Citizenship As teacher evaluates individual responsibility in group efforts and encourages them to do better, they develop personal and social skills.</p>

Appendix:

Glossary

Aerobic activity: Exercise that can be performed for a long duration because the energy required can be provided by the burning of fuel, which normally occurs in muscle cells in the presence of oxygen. Aerobic activity may help control body weight, reduce the percentage of body fat, improve the circulatory function and respiratory functions, and reduce blood pressure. Examples include aerobic dance, cycling, jogging, power walking, in-line skating, step aerobics, kickboxing, and super circuit.

Agility: A skill-related component of fitness that describes the ability to rapidly change the position of the entire body.

Alignment: Clear and direct relationship among standards, curricula, instructional materials, instructional methods, and assessments.

Anaerobic activity: Exercise of short duration that is performed at a more strenuous level, so increased respiration and heart rate cannot provide sufficient oxygen to the muscle cells. Examples of anaerobic activity include sprinting, weight training, curl-ups, gymnastics, and some team activities, such as softball and football.

Assessment: The process of gathering evidence about a student's level of achievement.

Balance: A skill-related component of fitness that relates to the maintenance of equilibrium while stationary or moving.

Base of support: The area of the base or foundation that supports the body. The base of support may include one or more body parts and the distance between them. The ability to stabilize the body is directly proportional to the area of the base of support. For example, if the two feet are close together, the base of support is narrow and stability is limited. If the two feet are separated by some distance, the base of support is larger and provides more stability.

Basic resistance principles: Resistance is the weight or force that is used to oppose a motion. Resistance training increases muscle strength by pitting the muscles against a weight, such as a dumbbell or barbell. The type of lift; intensity, volume, and variety of training; progressive overload; rest; and recovery constitute the basic principles of resistance training.

Body composition: A health related component that deals with the proportion of fat-free mass (e.g., muscle, bone, vital organs, and tissues) to fat mass in the body.

Body management: Basic skills focusing on the ability to control the body and body parts in actions such as those involving traveling, balancing, rolling, and supporting body weight.

Body mass index (BMI): A formula used to assess body fat based on a ratio between height and weight. **Body orientation:** The direction that the body is facing.

Cardiovascular endurance: A component of health-related fitness that describes the ability of the heart, blood vessels, and respiratory system to supply oxygen and nutrients to the muscles during exercise.

Circle dance: A dance performed in a circle.

Closed skill: Motor skills that are performed in an environment that is stable and predictable.

Collaborative consultation: A process for providing services to special education learners in which adapted physical education specialists collaborate with regular education staff, general classroom teachers, teachers of special education, and other school professionals and/or paraprofessionals and parents to plan, implement and evaluate interventions carried out in the adapted, and regular environment.

Competence: Sufficient ability, skill, and knowledge to meet the demands of a particular task.

Complex skills: Skills that combine two or more locomotor and/or manipulative fundamental movements (for example, catching and throwing or trapping and passing).

Components of health-related physical fitness: Muscle strength, muscle endurance, aerobic cardiovascular endurance capacity, flexibility, and body composition.

Content standards: What learners should know and be able to do at the end of every grade level. Content standards represent the academic content of the discipline of kinesiology.

Cool-down exercises: Five to ten minutes of light to moderate physical activity. Cool-down exercises help the body recover from exercise. This process maintains blood pressure, helps enhance venous return, and prevents blood from pooling in the muscles.

Coordination: A skill-related component of fitness that relates to the ability to perform tasks smoothly and accurately.

Critical elements: Those elements of performing a skill deemed necessary for its correct execution. Also referred to as critical features.

Criterion-referenced assessment: Describes how well a student performs compared with a predetermined and specified standard of performance, as opposed to a norm-referenced assessment where a student's performance is compared with a normative sample of other learners.

Cues: Short phrases that describe the correct technique for performing a skill.

Dehydration: The loss of water and important blood salts, such as potassium and sodium that are essential for vital organ functions.

Egg roll: A roll toward the right and then toward the left while in a tucked position.

Elementary stage of development: The stage of skill development during which coordination and rhythmical performance improve and the performer gains greater control over their movement. The performance, however, is still somewhat awkward and lacking in fluidity.

Ergogenic aids: Substances, devices, or practices that enhance an individual's energy use, production, or recovery.

Evaluation: Judging the quality of a performance. Even-beat locomotor skills: Skills performed to a regular beat (for example, walking, running, hopping, and jumping).

Exercise: Physical activity conducted with the intention of developing physical fitness.

Feedback: Information that is given to the learner about performance (internal or external); this can be knowledge of performance or knowledge of results. See also specific feedback, specific corrective feedback, and specific positive feedback.

F.I.T.T. principles/concepts: An acronym for the exercise variables necessary for gaining and maintaining physical fitness: frequency, intensity, time, and type of physical activities.

Flexibility: A component of health-related fitness that describes the range of motion at a joint. The ability to move joints of the body through a normal range of motion. Folk dance: A dance that has been developed through the traditions of culture and has been passed down from generation to generation.

Frequency: A principle of training that establishes how often to exercise.

Fundamental movement skills: Basic movements that involve the combination of movement patterns of two or more body segments. Locomotor, non-locomotor, and manipulative skills are all considered fundamental, as they form the basis of numerous forms of specialized movement and manipulative skills.

Gallop: A step together step in a forward direction with the same foot always leading.

General space: Refers to the area surrounding personal space.

Group dynamics: The interactions and interrelationships of people in a group.

Health: Optimal well-being that contributes to the quality of life. It is more than freedom from disease and illness. Optimal health includes high-level mental, social, emotional, spiritual, and physical wellness within the limits of one's heredity and personal abilities.

Health-related physical fitness: Consists of those components of physical fitness that have a relationship to good health: body composition, aerobic capacity, flexibility, muscle endurance, and muscle strength.

Hip abductors: Muscles that move the leg away from the midline of the body.

Hip adductors: Muscles that move the leg toward the midline of the body.

Hop: To take off and land on the same foot.

Hyperextension: Greater-than-normal stretching or straightening of an extended limb.

Hyperflexion: Bending a joint beyond its normal range of motion.

Impact force: The slap or jolt a person senses when contact sharply changes the motion of an object, as when a ball is caught, or contact sharply changes the motion of the person, as when a jumper strikes the ground. Impact force is related to the pressure, the force per unit area (in Newtons per square meter) sustained by the part of the body in contact

Individual activity: Physical activities that require only one participant. Examples include weight training, yoga, archery, and jogging.

Individuality: A principle of training that takes into account the particular needs and abilities of the individual for whom it is designed. Initial stage of development: The stage of development during which the first observable and purposeful attempts at performing a skill are made.

Intensity: A principle of training that establishes how hard to exercise.

Interpersonal communication skills: Verbal or nonverbal abilities that allow the sharing of feelings, thoughts, and information with another person in a positive manner.

Interpersonal social skills: Skills that enhance the ability to work together, including cooperation, respect, and encouragement.

Jump: To take off from both feet and land on one or both feet.

Large-muscle groups: Muscles that work together and have a large mass relative to other muscle groups in the body. Examples of large-muscle groups are the muscles in the arms, back, and legs.

Lead-up game: A game that involves one or more skills or strategies of a sport.

Leap: A light transfer of weight from one foot to the other foot. To spring through the air from one point to another.

Level: The position of the body or an apparatus relative to the floor.

Line dance: A dance in which individuals line up without partners and follow a choreographed pattern of steps, usually performed to country music.

Locomotor skills: Basic motor skills involving a change of position of the feet and/or a change of direction of the body. Locomotor skills include walking, running, hopping, skipping, jumping, leaping, sliding, and galloping. Long-handled implement: A piece of equipment used in performing motor skills. The long handle positions the hand some distance away from the surface of the implement that comes in contact with the ball. Some examples include a hockey stick, softball bat, tennis racquet, and lacrosse stick.

Low-organized games: Activities that have a few simple rules and that require little or no equipment.

Manipulative movements: Basic motor skills involving handling an object. Examples include throwing, catching, kicking, trapping, rolling, dribbling, striking, and volleying.

Massed practice: The continuous practice of a skill for a long period of time.

Mature form: The critical elements of a skill, performed in a smooth and continuous motion.

Moderate physical activity: Moderate-intensity physical activity generally requires sustained rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, walking briskly, dancing, swimming, or bicycling on level terrain. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.

Modification: Adaptations that address the needs of the student by fundamentally altering the performance outcome.

Modified/lead-up game: Active games that involve the use of two or more of the sport skills, rules, or procedures used in playing the official sport.

Motor skills: A skill that requires voluntary body and/or limb movement to achieve its goal. A skill where the primary determinant of success is the movement component itself. Physical activity that is directed toward a specific function or goal. The term may be used to refer to one discrete skill (e.g., throwing) or a more general ability to perform physical skills competently (e.g., as in “The student has the motor skill needed to perform that sport”) (NASPE 2004).

Movement concepts: The ideas used to modify or enrich the range and effectiveness of the skills employed. They involve learning how, where, and with what the body moves.

Movement patterns: An organised series of related movements.

Multicultural dance: A dance that originated from cultural or ethnic traditions. Typically refers to an instructional unit that includes dances that originated from two or more cultural or ethnic groups.

Muscle endurance: The ability to contract the muscles many times without tiring or the ability to hold one contraction for an extended period.

Muscle strength: The ability of a muscle to exert force against a resistance one time. Strength is measured as the amount of force a muscle can produce.

Non-locomotor movements: Movement of the body performed from a relatively stable base of support. Examples include bending, stretching, twisting, turning, leaning, swaying, and swinging.

Open skills: Motor skills that are performed in a changing environment.

Overload: A principle of training that establishes a minimum threshold and requires one to exceed that threshold to benefit from the chosen physical activity.

Performance standard: Answers the question “How good is good enough?” Personal space: Space that extends outward to the farthest reach of all body parts.

Physical activity: Bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, including exercise, sport, dance, and other movement forms.

Physical education: The process of education that uses physical activity as a means of helping individual to acquire skill, knowledge, attitude and fitness for optimal development and well-being.

Physical fitness: A positive state of well-being with a low risk of premature health problems and with the energy to participate in a variety of physical activities. It is influenced by regular, vigorous physical activity, genetic makeup, and nutritional adequacy.

Power: A skill-related component of fitness that relates to the rate at which one can perform work.

Principle of individual differences: Each individual is different and will require a somewhat unique fitness plan.

Principle of overload: Increasing the work and stress that are normally experienced will improve one's fitness.

Principle of progression: A progressive increase in the level of exercise is more effective.

Principle of regularity: Exercise must be performed on an ongoing basis to be effective.

Principle of specificity: Specific exercises must be performed to improve each component of health-related fitness.

Principles of training/principles of exercise: Principles to follow in planning an exercise program to effect physiological changes in the human body related to health and performance: individual differences, overload, progression, regularity, and specificity.

Progression: A principle of training that establishes increases in the amount and intensity of physical activity needed to provide improvement over periods of time.

Reaction time: A component of skill-related fitness that describes the interval of time from a suddenly presented stimulus until the beginning of the response.

Recovery rate: The time necessary for an exercise-induced elevated heart rate to return to a normal resting heart rate.

Regularity: A principle of training that establishes exercise on a regular schedule. A pattern of physical activity is regular if activities are performed most days of the week, preferably daily; if moderate-intensity activities are performed five or more days of the week; or if vigorous-intensity activities are performed three or more days of the week.

Relationship: The position of the body in relation to the floor, apparatus, or other performers.

Rhythmic skills: Skills that develop an understanding of and a feeling for the elements of rhythm. Examples of physical activities that allow learners to express themselves rhythmically include creative movement, folk dance, square dance, and interpretive dance.

Short-handled implement: A piece of equipment used in performing motor skills. The short handle allows the hand to be close to the surface of the implement that comes in contact with the ball. Some examples include a racquetball racket, a paddle used in paddle games, and a modified lacrosse stick.

Simple skills: Skills that have only one or two parts (for example, running or skipping).

Skill-related physical fitness: Those components of physical fitness that relate to an enhanced performance in sports: agility, balance, coordination, power, speed, and reaction time.

Skip: A step-hop on one foot and then the other.

Slide: A step-together-step in a sideward direction with the same foot always leading.

Specialised manipulative skills: Fundamental skills that have been adapted to the special requirements of a particular sport, game, or physical activity (e.g., volleyball serve, tennis forearm stroke, badminton clear, basketball layup, soccer trap, softball pitch, golf swing).

Specialised movement skills: Fundamental skills that have been adapted to the special requirements of a particular sport, game, or physical activity (e.g. high jump, long jump, hurdles).

Specific corrective feedback: Feedback that provides the performer with specific information on how to perform the skill correctly (“You need to step forward on your left foot”).

Specific feedback: Feedback that provides the performer with specific recommendations on how to perform the skill correctly.

Specific positive feedback: Feedback that is positive (“Good job!”) and specific (“You stepped forward on the left foot”).

Specificity: A principle of training that establishes a particular kind of activity for each component of physical fitness.

Speed: A skill-related fitness component related to performing movement in a short period of time.

Squat: A lower body exercise performed by bending the knees (no lower than a 90-degree angle), lowering the torso, and then rising to a standing position.

Stability movements: Stability reflects balance and equilibrium, which are important components in performing many motor skills. Stability movements include those that are vital for the body to maintain balance while moving. Examples include moving the arms while walking or running and lowering one’s centre of gravity when stopping quickly.

Static: A stationary condition. For example, static stretching or static balance. Station teaching: The creation of discrete learning areas where learners perform a movement at a station for a designated period of time and then move on to the next station.

Strategies: Decisions made by individuals or a team about the overall play of the game. Striking pattern: A fundamental motor skill in which an object is hit with or without an implement.

Student discipline plan: Guides student behaviour, outlines consequences for inappropriate behaviour, and sets goals for student improvement in behaviour.

Learners with special needs: Refers to learners who are marginalized in physical education, learners whose cultural and religious practices require special consideration, English learners, learners with long-term and short-term medical needs, at-risk learners, advanced learners, and learners with disabilities.

Stunts: Activities that require balance, agility, coordination, weight transfer, and strength. Typically referred to as activities that lead up to tumbling and gymnastics.

Supplies: Refers to those materials that are expendable and that need to be replaced at frequent intervals, usually annually, such as basketballs and playground balls.

Tactics: Individual movement of players or teams to accomplish an immediate goal or accommodate a situation. Tactics take place within the game as an ongoing part of game play and include decisions an individual makes about when, why, and how to respond to a particular situation.

Target heart-rate zone: A safe range of activity intensity that can be used to enhance the level of aerobic capacity.

Time: A principle of training that establishes the amount of time for each exercise period.

Travel: Movement of the body from one point to another.

Triceps push-ups: A reverse push-up performed with the belly up and hands on the floor or on a chair or bench (younger learners) or a push-up performed with hands parallel to chest and spaced shoulder-width apart, with elbows tight to the body (older learners). A push-up that isolates the triceps.

Tripod: A balanced position in which the hands and head are on a floor mat, forming a triangular base of support, and bent knees rest on the elbows.

Trunk lift: An exercise performed while lying face down with hands at sides and toes pointed. The upper body is lifted off the floor slowly keeping the head straight. The head is raised no more than 12 inches off the ground.

Type: A principle of training that establishes the specific activity to use or the muscles to target during an exercise period.

Uneven-beat locomotor skill: Skills performed to an uneven beat. Examples include galloping, sliding, and skipping.

Unpacking a content standard: The process of revealing the content and prerequisite skills needed to learn a content standard. Unpacking reveals the level of performance that is necessary. The verbs in the content standards assist teachers in developing appropriate assessments. Unpacking a standard is similar to backward planning and deconstructing the standards.

Vigorous physical activity: Vigorous-intensity physical activity generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill. Vigorous-intensity physical activity may be intense enough to result in a significant increase in heart and respiration rate.

Volley: To strike a ball upward.

Warm-up exercises: Low-intensity exercises that prepare the muscular/skeletal system and heart and lungs (cardiorespiratory system) for high-intensity physical activity. **Weight-bearing activities:** Any activity in which one's feet and legs carry one's own weight. Examples include walking, running, tennis, and aerobic dancing.

Suggested Equipment/Materials

Suggested equipment and materials are: Hockey sticks, table tennis bats, badminton racquets, tennis racquets, skipping ropes, tennis balls, table tennis balls, footballs (different sizes), volleyballs, handballs, hockey balls, mats, etc.

Reading list

Akuffo, P. A., Darko, R. A., & Seibu, M. (2018). Supervision of children recreation. Winneba: Institute for Educational Development and Extension.

Akuffo, P. A., Darko, R. A., & Seibu, M. (2016) Physical Education for Early Childhood Education Teacher. Winneba: Institute for Educational Development and Extension.

Ammah, A (2004). Physical education for the basic school teacher. Winneba: Institute for Educational Development and Extension.

Bagerbaseh, B. N., Atubga, A. Soyelle, J. (2008). Teaching physical education in primary schools (BI-B6). Accra: Adwinsa Publications (Gh) Ltd.

CRDD (2007) Teaching syllabus for physical education (Primary I-6). Ministry of Education Science and Sports. Accra-Ghana Corbin, B. C., Lindsey, R., & Welk,

Curriculum Development and Supplemental Materials Commission (2009). Physical education framework for California Public Schools(Kindergarten Through Grade 12): California Department of Education.

Grey (2000).Concept of fitness and wellness (3rd ed.). New York: McGraw-Hill Companies

Mood, D, Musker, F. F., & Rink, J. E. (1999). Sports and recreational activities. New York: McGraw-Hill Companies.

'NASPE National Standards.' National Association for Sport and Physical Education. http://www.aahperd.org/naspe/standard.national_standard/ 14 July 2011

Pangrazi, P. P. (2001). Dynamic physical education curriculum for elementary school children (13th ed.). New York: Pearson Education Company.

Wuest, D. A., & Bucher, A. B. (2004). Foundations of physical education and sport (12th ed.). New York: McGraw-Hill Companies

PHYSICAL EDUCATION SUBJECT PANEL MEMBERS AND REVIEWERS

SN	NAME	INSTITUTION
WRITING PANEL		
1	Prof. Joseph Kwame Mintah- Lead	Dept. of HPER, UCC
2	Dr. Mrs. Harriet Naki Amui-Member	Presby Women College of Education, Aburi
3.	Mr. Munkaila Seibu-Secretary	Dept. of HPERS, UEW
4	Mr. Paul Kofi Yesu Dadzie-Member	Presby Boys SHS, Legon
EXPERT REVIEWERS		
12	Prof. J. O. A. Ammah	Dept. of HPERS, UEW
13	Dr. J. A. Baba	Dept. of HPERS, UEW
CURRICULUM ADVISOR		
14	Dr. Sam Awuku	OPM (Oxford Policy Management)
SUPERVISORS		
15	Felicia Boakye-Yiadom (Mrs)	NaCCA, Former Executive Secretary
16	Dr. Prince H. Armah	NaCCA, Acting Executive Secretary
GRAPHIC DESIGNERS		
17	Eugene Offei Tettey	NaCCA
18	Frank Appoh	NaCCA

