GHANA EDUCATION SERVICE

(MINISTRY OF EDUCATION)

REPUBLIC OF GHANA

PHYSICAL AND HEALTH EDUCATION
COMMON CORE PROGRAMME CURRICULUM
(BASIC 7 - 10)

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Physical and Health Education Curriculum for B7- B10

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 PMB 77

Cantonments

Accra

Telephone: 0302909071, 0302909862

Email: info@nacca.gov.gh

Website: www.nacca.gov.gh

INTRODUCTION

In the first four years of high school education, learners are expected to take a Common Core Programme (CCP) that emphasizes a set of high, internationally-benchmarked career and tertiary education ready standards. Learners need to acquire these for post-secondary education, the workplace or both. The standards articulate what learners are expected to know, understand and be able to do by focusing on their social, emotional, cognitive and physical development. The (CCP) runs from Basic 7 through Basic 10.

The common core attributes of the learner, which describe the essential outcomes in the three domains of learning (i.e. cognitive, psychomotor and affective), are at the centre of the CCP (see Figure 1). Inspired by the values which are important to the Ghanaian society, the CCP provides an education of the heart, mind and hands in relation to on the learner's lifetime values, well-being, physical development, metacognition and problem-solving. Ultimately, this will produce character-minded learners who can play active roles in dealing with the increasing challenges facing Ghana and the global society.

The features that shape the common core programme are shown in Figure 1. These are

- learning and teaching approaches – the core competencies, 4Rs and pedagogical approaches
- learning context – engagement service and project
- learning areas – mathematics, science, computing, language and literacy, career technology, social studies, physical and health education, creative arts and design and religious and moral education.

These are elaborated subsequently:

Learning and teaching approaches

- *The core competences:* Describe the relevant *global skills for learning* that the CCP helps learners to develop in addition to the 4Rs. The global skills for learning allow learners to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, digitally literate, culturally and globally sensitive citizens who are life-long learners that have keen interest in their personal development.

Figure 1: Features of the CCP

- *Pedagogical approaches:* The CCP emphasises creative and inclusive pedagogies that are anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated learning, and holistic learning as well as cross disciplinary learning.
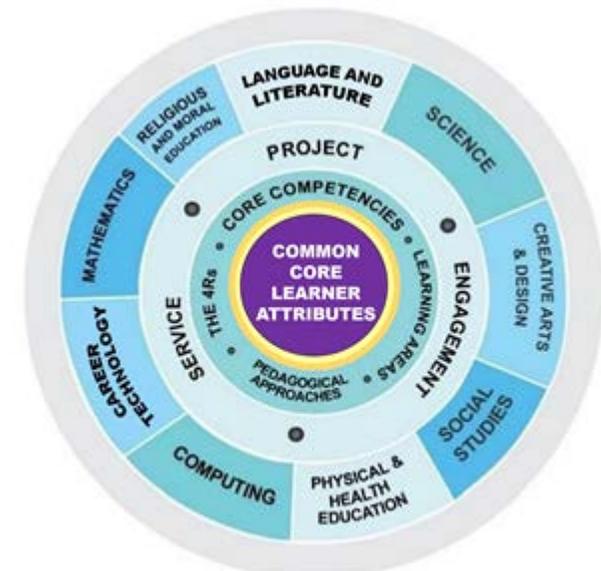
● *The 4Rs across the Curriculum:* The 4Rs refer to Reading, wRiting, aRithmetic and cReativity, which all learners must become fluent in.

Learning context

The CCP places emphasis on engagement of learners in the classroom activities, projects (in and outside the classrooms). These projects can involve individual or group tasks which all learners are required to complete by the end of Basic 10. The CCP project provides learners with contexts to demonstrate creativity and inventiveness in various areas of human endeavor. Community service offers opportunity for learners to nurture, love and care for their community and solve problems in the community.

Learning Areas

The CCP comprises the following subjects:
1. Languages (English, Ghanaian Languages, French, Arabic)
2. Mathematics
3. Science
4. Creative Arts and Design
5. Career Technology
6. Social Studies
7. Computing
8. Religious and Moral Education (RME)
9. Physical and Health Education

This document sets out the standards for learning Physical and Health Education in the Common Core Programme (CCP). The standards in the document are posited in the expectation that CCP (B7 – B10) will offer quality education for all types of learners. The design of this curriculum is based on the features of the CCP as shown in Figure 1. It emphasizes a set of high internationally-benchmarked career and tertiary education ready standards. Learners need to acquire these competencies in Physical and Health Education for post-secondary education, the workplace training or both. The curriculum has been designed to be user friendly because it provides a detailed preamble that covers the rationale, philosophy, aims, profile of expected learning behaviours (i.e. knowledge, skills, attitudes and values), pedagogical approaches, core competencies and the 4Rs, assessment practices and instructional expectations.

RATIONALE FOR PHYSICAL AND HEALTH EDUCATION

The teaching and learning of Physical and Health Education is based on principles from Science, Psychology, Sociology and Movement education. Physical and Health Education programme is an integral part of the total education of every child for holistic development and well-being, from basic seven to basic ten. Quality Physical and 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, the status of physical activities among Ghanaian children and youth has remained very low based on available research to date. This condition has posed a high prevalence of non-communicable diseases among children, youth as well as adults globally. To salvage the situation, quality physical and health education need to be fully implemented in basic and secondary schools.

The Physical and Health Education learning area in the Common Core Programme (CCP) is intended to improve the poor physical activity status of our children both in schools and outside of school and to reduce the high prevalence of non-communicable diseases among children and youth in the country. Additionally, it is to promote learning across learning areas in the CCP and life-long attributes such as health-related fitness, critical thinking, creativity, problem-solving, innovation, collaboration/teamwork, leadership, self-responsibility and communication skills.

In view of the desperate need to promote sports excellence in the country, this CCP Physical and Health Education learning area will address the critical issues regarding readiness for tertiary education in areas such as sports medicine, sports physiotherapy, athletic training, sports psychology and sports management (-just to name a few) to fill the gaps in the sports industry in Ghana.

PHILOSOPHY

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

Teaching Philosophy

Physical and Health 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 and Health Education, they will become honest, creative, critical thinkers and responsible citizens.

Learning Philosophy

Physical and Health 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 the live. The Physical and Health 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 and Health 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 physical activities(career opportunities);
3. engage in competitive athletics, games, physical activities 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 physical activities;
7. acquire knowledge of the value of physical activity;
8. develop an appreciation for diversity; and
9. develop career pathways for specialization.

PROFILE OF 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 memorization, 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.

ATTITUDES, VALUES AND PROCESS SKILLS

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 be 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.

PROCESSES SKILLS

Process 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.

Observing: Taking a critical look at how something is done or happened over a period of time for the purpose of learning through repetition.

Practicing: Doing something continuously for mastery and refinement.

Predicting: Estimate the outcome of their actions or performance.

Recording: Writing down personal or performance data for assessment purpose.

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 whiles in air.

ASSESSMENT IN THE CCP

Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning. Assessment may be formative, summative, diagnostic, or evaluative depending on its purpose. It is integral to the teaching-learning process, promotes student learning and improves instruction. In CCP, it is suggested that assessment involves assessment for learning, assessment of learning and assessment as learning, which are described in the subsequent paragraphs.

Assessment for Learning (AfL)

Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learner is in their learning, where they need to be (the desired goal), and how best to get them there. AfL is one of the most suitable methods for improving learning and raising standards (Black and Wiliam, 1998). Assessment for Learning also refers to all their activities undertaken by teachers and/or by their learners, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. AfL can be achieved through processes such as sharing criteria with learners, effective questioning, and feedback.

AfL, therefore, provides timely feedback to ensure individual learners are assisted during the teaching and learning process using various strategies and questioning to measure the learning that has actually taken place. It is a continuous process that happens at all stages of the instructional process to monitor the progress of a learner and to offer feedback or change teaching strategies to achieve [performance standards of a lesson.
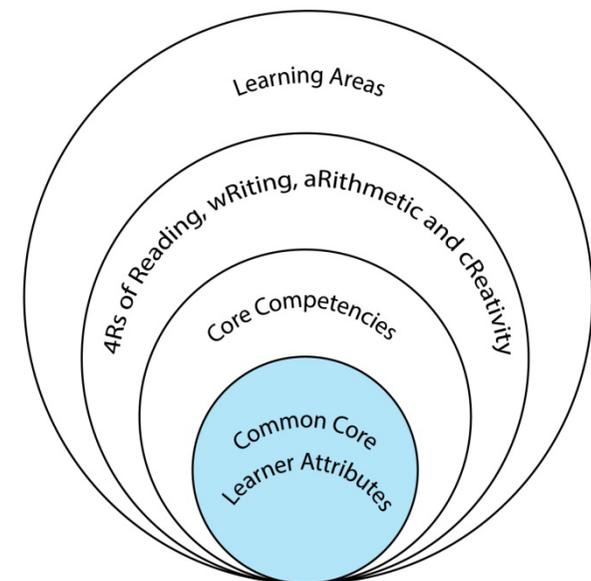

Figure 2. Essential Assessment Features

Assessment of Learning (AoL)

Assessment of learning provides a picture of the achieved standards of the teacher and performance of students at the terminal stage of the learning process. This information provides data for accountability and educational decisions such as grading, selection and placement, promotion and certification. Through AoL, stakeholders such as parents and guardians are informed about the extent students have attained expected learning outcomes at the end of their grade or program.

Assessment as Learning (AaL)

Assessment as Learning develops and supports students' sense of ownership and efficacy about their learning through reflective practices. This form of self-assessment helps in building the competencies of learners to achieve deeper understanding of what their own learning and what they are taught.

What do we assess?

Emphasis in assessment in the CCP is on the Common Core Learner Attributes, which are essential outcomes in the three domains of learning (i.e. cognitive, psychomotor and affective).

Knowledge and skills with emphasis on the 4Rs **in the learning areas**

Core competencies with emphasis on attitudes and values developed **through the learning and its context as well as the pedagogical approaches.**

The Process is illustrated diagrammatically in Figure 2.

How do we monitor progress?

School Based Assessments (SBA) covers all forms/modes of assessment including AfL, AaL and AoL (see Table 1), that can be undertaken by any school-level actor (learner, teacher, head teacher) to monitor the learner's achievement over a period of time. Data collection and keeping records of the data are central to the conduct of SBA.

Table 1   Modes of Assessment

Assessment for Learning	Assessment of Learning	Assessment as Learning
Class exercises	Class Assessment Task (CAT)	Portfolio
Quizzes	End of term	Journal entries
Class tests (written, oral, aural and/or practical)	End of year	Project work
Class Assessment Task (CAT)		Checklist
		Questionnaire

The following are samples of relevant records that can be kept on the student's learning.

- Student's Progress Record (Cumulative Record)
- Student's Report Card
- School Based Assessment Termly Recording Register

Details of guidelines on SBA can be found in *the National Pre-tertiary Learning Assessment Framework (NPLAF)* document (Ministry of Education, 2020a)[1] and *the School-Based Assessment Guidelines* (Ministry of Education, 2020b)[2].

Reporting School-Based Assessment (SBA) in the CCP

The CCP uses a criterion-referenced model of presenting and reporting school-based assessment data. School-based assessment throughout the four-year duration of CCP, is done against criteria linked to performance standards and not against the work of other learners. The CCP provides levels of proficiency to be attained and descriptors for all grade levels of the programme (see Table 2). These levels and descriptors cannot be changed by individual schools and are, therefore, common to all learners as well as learning areas nationwide. For each assessment criterion or (benchmark for the level of proficiency), a number of descriptors are defined as shown in Table 2.

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[2]

Table 2   Benchmarks, levels of proficiency and the grade level descriptors

Level of Proficiency	Benchmark	Grade Level Descriptor
1: Highly proficient (HP)	80% +	Learner shows high level of proficiency in knowledge, skills and values and can transfer them automatically and flexibly through authentic performance tasks.
2: Proficient (P)	68-79%	Learner demonstrates sufficient level of proficient knowledge, skills and core understanding; can transfer them independently through authentic performance tasks
3: Approaching Proficiency (AP)	54-67%	Learner is approaching proficiency in terms of knowledge, skills and values with little guidance and can transfer understanding through authentic performance tasks
4: Developing (D)	40-53%	Learner demonstrates developing level of knowledge, skills and values but needs help throughout the performance of authentic tasks
5: Emerging (E)	39% and below	Learner is emerging with minimal understanding in terms of knowledge, skills, and values but needs a lot of help.

The grading system presented, shows the letter grade system and equivalent grade boundaries. In assigning grades to pupils' test results, or any form of evaluation, the above grade boundaries and the descriptors may be applied. The descriptors (Highly Proficient [HP], Proficient [P], Approaching Proficiency [AP], Developing [D], Emerging [E]), indicate the meaning of each grade.

In addition to the school-based assessment (SBA), a national standards assessment test is conducted in Basic 8 to provide national level indicators on learners' achievement.

SUGGESTED TIME ALLOCATION

A total of **three** periods a week, each period consisting of 50 minutes, is allocated to the teaching of Physical and Health Education at basic 7 to basic 10 level. It is recommended that three teaching periods should be 30% theory and 70% practical.

CREATIVE PEDAGOGICAL APPROACHES

The CCP emphasizes creative and inclusive pedagogies that are anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated learning, holistic learning, cross disciplinary learning (i.e. the 4Rs across the Curriculum) as well as developing the core competencies. This section describes some of the creative pedagogical approaches required for the CCP.

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 g and of learning into the teaching and learning process and as an accountability strategy
- use questioning techniques that promote deepen learning

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.

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.

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.

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 leaners 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 Counseling 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, PowerPoint 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.

CORE COMPETENCIES

The core competencies describe a body of skills that teachers at the basic level should seek to develop in their learners. The competencies describe a connected body of core skills that are acquired throughout the processes of teaching and learning. They are the relevant global skills for learning that allow learners to develop, in addition to the 4Rs, to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, culturally identified individuals, digitally literate and global citizens who are have keen interest in their personal development. In using this curriculum, we hope the core competencies will be developed in learners to help them develop our country, Ghana. These competencies include:

COMPETENCIES

For effective lesson planning for teaching, learning and assessment, it is suggested that teachers refer to Appendix A for details of the components of the core competencies. These details comprise the unpacked skills such as: listening, presenting and team work for collaboration.

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 Innovationpromotes 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 Literacydevelop learners to discover, acquire, and communicate through ICT to support their learning. It also makes them use digital media responsibly.
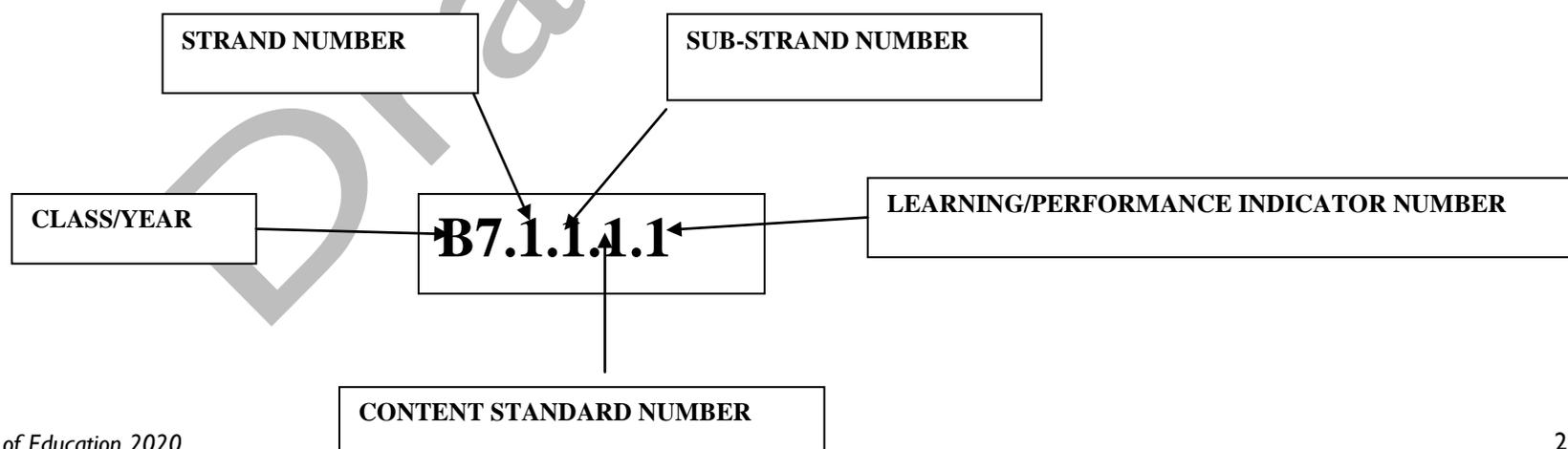
STRUCTURE AND ORGANISATION OF THE PHYSICAL EDUCATION CURRICULUM

Curriculum Reference Numbers

Example: **B7.1.2.3.1**

ANNOTATION	**MEANING / REPRESENTATION**
B7.	*YEAR* OR CLASS
1	*STRAND* NUMBER
2	SUB-STRAND NUMBER
3	CONTENT STANDARD NUMBER
1	LEARNING/ PERFORMANCE INDICATOR NUMBER

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: Health Education		
Sub-strand 2: Physical Activity Education		
B7	B7	B7
B7.1.1.1.1 – Discuss the classes, sources and functions of food nutrients related to physical activity participation.	**B7.1.1.1.1** – Discuss the classes and functions of food nutrients related to physical activity participation.	**B7.1.1.1.1** – Discuss the classes, sources and functions of food nutrients related to physical activity participation.
B9.1.1.1.2 -Discuss the role of water in relation to nutrition and physical activity.	**B9.1.1.1.2 -**Discuss the role of water in relation to nutrition and physical activity.	**B9.1.1.1.2 -**Discuss the role of water in relation to nutrition and physical activity.

SCOPE AND SEQUENCE FOR B7-B10

STRANDS	SUB STRANDS	B7	B8	B9	B10
1. Health Education	Nutrition and Physical Activity	✔	✔	✔	✔
	Disease Prevention and Management	✔	✔	✔	✔
	First Aid, Injury Prevention and Management	✔	✔	✔	✔
2. Physical Activity Education	Traditional/Global Rhythmic Gymnastics, Games and Dance	✔	✔	✔	✔
	Physical Fitness	✔	✔	✔	✔
	Organised Sports Participation	✔	✔	✔	✔

BASIC 7

STRAND 1- HEALTH EDUCATION

SUB-STRAND 1: NUTRITION & PHYSICAL ACTIVITY

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
1.	**B7.1.1.1** Demonstrate understanding of various food nutrients required for physical activity**.**	**B7.1.1.1.1: Discuss the classes, sources and functions of food nutrients related to physical activity participation.** **EXEMPLARS** 1. Research and List food classes – for example; • Energy supplying foods-(carbohydrates) • Body building foods (proteins) • Repair and maintenance foods- Vitamins 2. In groups, discuss sources of food nutrients – for example; • Carbohydrates - cassava, yam, Rice ,Bread • Protein - meat, fish, egg • Vitamins - banana, palm oil, etc. 3. Discuss with peers the functions of each nutrient in relation to physical activity. 4. Compare food labels (with energy values on them) and suggest ways to improve the nutritional values of their meals.	**Critical thinking and problem solving.** Ability to combine information and ideas from several sources to reach a conclusion

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
		Classes of food and energy values	

Classes of food and energy values

Class of Food	Energy Values (Kg/G)
Carbohydrates	17
Fats	18
Proteins	39

NB: Encourage learners to use phones and other available resources to search for current information.

B7.1.1.1.2: Plan the caloric values of food nutrients in relation to physical activity.

EXEMPLARS

1. Classify food groups by caloric values.
2. Prepare a chart showing the caloric values of food groups.

Caloric Values of Various Food Stuffs

Food Stuff	Kcal/kg in bomb calorimeter	Kcal/kg in the body
Carbohydrate	4.1	4.0
Fat	9.4	9.0
Protein	5.6	4.0

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
		3. Design caloric expenditure of food nutrients in relation to physical activity. *Caloric Expenditure in Physical Activity*	

Physical Activity	Caloric Expenditure Per Minute
Walking	5
Jogging	10
Running	15

4. Perform an activity in groups (400m walk, 800m run, 1500m run, etc.) and use the average time recorded in calculating the caloric expenditure of the activity.

STRAND 1: HEALTH EDUCATION

SUB-STRAND 2: DISEASE PREVENTION AND MANAGEMENT

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
2.	**B7.1.2.1** **Demonstrate understanding of common diseases associated with sedentary behaviours and physical inactivity.**	**B7.1.2.1.1: Research and classify common diseases associated with sedentary behaviours and physical inactivity.** **Exemplars** 1. Discuss the concept of sedentary behaviours / physical inactivity. 2. Identify common diseases associated with sedentary behaviours / physical inactivity. 3. Present in groups, the effects of common diseases associated with sedentary / physical inactivity.	**Critical thinking and problem solving.** Ability to combine information and ideas from several sources to reach a conclusion

STRAND 1: HEALTH EDUCATION

SUB-STRAND 3: FIRST AID, INJURY PREVENTION AND MANAGEMENT

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
3.	**B7.1.3.1** Demonstrate Understanding of FirstAid, causes, preventions and management of common injuries in physical activity.	**B7.1.3.1.1: Evaluate causes and management of common injuries related to physical activities.** **EXEMPLARS** 1. Identify common injuries related to physical activity, E.g. cuts, dislocation, fracture etc. **Cut** **Dislocation** **Fracture**	**Critical thinking and problem solving.** Demonstrate a thorough understanding of a generalized concept and facts specific to a task or situation.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
		2. In groups, classify various injuries as either a minor or a major one. 3. Analyse the causes of the common injuries associated with physical activity. E.g. lack of adequate warm-up, inappropriate footwear and equipment, etc. 4. Demonstrate international procedures of managing physical activity related injuries (wounds, fractures etc.) in groups. **B7.1.3.1.2:** Demonstrate understanding of preventive and management measures for common injuries in physical activity. **EXEMPLARS** 1. In small groups, research and design a guide for preventing common injuries in physical activity settings. 2. Through role play, pick an injury associated with physical activity and demonstrate ways of managing.	**Critical thinking and problem solving.** Ability to combine information and ideas from several sources to reach a conclusion

STRAND 2: PHYSICAL ACTIVITY EDUCATION

SUB-STRAND 1: TRADITIONAL/GLOBAL RHYTHMIC GYMNASTICS, GAMES AND DANCE

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
4.	**B7.2.1.1** **Demonstrate understanding of variety of traditional games and adaptations for inclusivity and cultural identity.**	**B7.2.1.1.1 Explore and perform a variety of traditional games for skills acquisition, inclusivity and cultural identity.** **EXEMPLARS** 1. Research and identify variety of traditional games in the locality. E.g. Ampe, Pilolo, etc. 2. Create inclusive and adapted traditional games and teach other groups how these games are performed. ***Ampe***	**Cultural identity and global citizenship** Develop and express respect, recognition and appreciation of others culture

STRAND 2: PHYSICAL ACTIVITY EDUCATION

SUB-STRAND 1: TRADITIONAL/GLOBAL RHYTHMIC GYMNASTICS, GAMES AND DANCE

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLIFICATIONS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
5.	**B7.2.1.2** **Demonstrate understanding of variety of traditional dances and adaptations for inclusivity and cultural identity.**	**B7.2.1.2.1-Explore and perform a variety of traditional dance and adaptation for acquisition of skills and cultural identity.** **EXEMPLARS** 1. Research and list variety of traditional dances in the locality. E.g. Adowa, Agbadza, etc. 2. Describe how each traditional dance is performed in your locality. 3. Perform traditional dances individually or in a group. *Agbadza-Ewe Volta*　　　　　*Bamaya – Dagbamba Northern*	**Cultural identity and global citizenship.** Develop and express respect, recognition and appreciation and other's culture.

STRAND 2: PHYSICAL ACTIVITY EDUCATION

SUB-STRAND 1: TRADITIONAL/GLOBAL RHYTHMIC GYMNASTICS, GAMES AND DANCE

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLIFICATIONS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
6.	**B7.2.1.3** **Demonstrate understanding of variety of traditional/global rhythmic gymnastics and adaptations for inclusivity and cultural awareness.**	**B7.2.1.3.1- Explore and perform a variety of traditional/global rhythmic gymnastics and adaptation for skills acquisition and cultural identity.** **EXEMPLARS**: 1. Research and list variety of traditional/global rhythmic gymnastics in the locality. E.g. Adowa, Agbadza, etc. 2. Describe how each traditional/global rhythmic gymnastics is performed in your locality. 3. Perform traditional/global rhythmic gymnastics in small and large groups. *African rhythmic gymnastics*	**Cultural identity and global citizenship** Develop and express respect, recognition and appreciation of others culture.

STRAND 2- PHYSICAL ACTIVITY EDUCATION

SUB-STRAND 2: PHYSICAL FITNESS

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLIFICATIONS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
7.	**B7.2.2.1** Demonstrate understanding of participating in a variety of physical fitness activities.	**B7.2.2.1.1** Participate in a variety of muscular strength/endurance activities **EXEMPLARS** 1. Perform pre-test and log result at the beginning of the term to assess self -baseline fitness level. E.g. 5mins shuttle run. 2. Perform regular muscular strength/endurance activities at home and school such as skipping, brisk walking, jogging, running, cycling, sit-ups etc., to develop cardiorespiratory fitness. 3. Perform post-test using fitness battery and log result at the end of the term to assess self-improvement of fitness level. 4. Compare results with the pre – test to track changes on individual fitness for feedback. NOTE: The post – test should be conducted at the end of the term and compare results with the pre – test to track changes on individual fitness.	**Communication and collaboration.** Ability to keep group working on relevant activities.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
8.	**B7.2.2.2** **Demonstrate ability to participate in a variety of cardio-respiratory/aerobic fitness activities.**	**B7.2.2.2.1: Perform a variety of cardiorespiratory activities and examine the factors that influence cardiorespiratory fitness.** **EXEMPLARS** 1. Discuss in groups cardiorespiratory activities you perform frequently. 2. Perform variety of cardiorespiratory activities at home and school such as skipping, brisk walking, jogging, running, cycling, etc., and record the time and distance covered in a diary. 3. Share your research findings on factors that influence cardio-respiratory fitness such as genetics, age, gender, body composition, etc. with peers.	**Communication and collaboration.** Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.

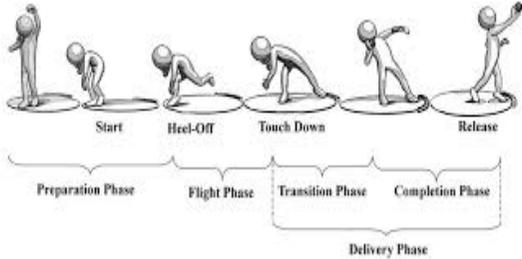| S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
9.	**B7.2.2.3** **Demonstrate ability to participate in a variety of strength /muscular fitness activities.**	**B7.2.2.3.1: Perform a variety of flexibility activities and examine the factors that influence strength/muscular fitness.** **EXEMPLARS**: 1. Perform variety of flexibility activities at home and school such as push-ups, pull-ups, leg press, etc. 2. Evaluate flexibility activities you frequently like to perform. 3. Share with peers factors that influence flexibility fitness such as genetics, age, gender, body composition, etc. 4. Discuss misconceptions, biases and prejudices about participation in strength / endurance activities.	**Personal development and leadership.** Demonstrate sense of feeling or belongingness to the group.

STRAND 2: PHYSICAL ACTIVITY EDUCATION

SUB-STRAND 3: ORGANISED PHYSICAL ACTIVITIES PARTICIPATION

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLIFICATIONS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
10.	**B7.2.3.1** **Demonstrate ability to apply movement concepts, principles and strategies in performing non–contact physical activity (e.g., athletics, ball and racket, individual and target physical activities).**	**B7. 2.3.1.1: Apply movement concepts, principles and strategies in performing beginning level ball and racket physical activities (e.g. tennis, table tennis and badminton)** **EXEMPLARS** 1. Apply movement concepts (space, dynamics, relationship, etc.), principles (specificity, adaptation, progression etc.) and strategies in learning ball and racket physical activity (Grip, footwork, backhand and forehand skills) for adaptation. 2. Plan and practice variety of skills in (Grip, footwork, backhand and forehand) for individual pacing and adaptation. 3. Design a competition with variety of (Grip, footwork, backhand and forehand) using adapted rules and equipment for inclusion). 4. Create and organize inter - group competitions for development of confidence, empowerment, collaboration, talent identification and development.	**Creativity and innovation** Exhibit strong memory, intuitive thinking and respond appropriately.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
		B7. 2.3.1.2: Apply movement concepts, principles and strategies in performing beginning level individual and target physical activity (e.g. local archery).	**Critical thinking and problem solving.** Create simple logic trees to think through problems.
		EXEMPLARS	
		1. Apply movement concepts (space, dynamics, relationship, etc.), principles (specificity, adaptation, progression etc.) and strategies in learning individual and target physical activity e.g. (Forward skating, basic; stance, hold and draw – in local archery etc.). 2. Plan and practice variety of skills in individual and target physical activities using (Forward skating, free; stance, aiming, shooting – in local archery etc.) 3. Design a competition with variety of individual and target physical activities (skating, cycling, clay shooting, etc.) for individual pacing and adaptation. 4. Create and organize inter - group competitions with individual and target physical activities for development of confidence, empowerment, collaboration, talent identification and development.	

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
		B7.2.3.1.3: Apply movement concepts, principles and strategies in performing beginning level athletics (sprint, jump and throw events). **EXEMPLARS** 1. Apply movement concepts (space, dynamics, relationship, etc.), principles (specificity, adaptation, progression etc.) and strategies in learning athletics e.g. (the phases of sprints, jumps and throws) based on individual adaptation and pacing. 2. Plan and practice variety of skills in athletic activities using concepts, principles for individual adaptation. 3. Design a competition with variety of athletic activities e.g. (track and field events) using adapted rules and equipment for inclusion.	**Critical thinking and problem solving.** Ability to explain plans for attaining goals.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
		4. Create and organize inter - group competitions with athletic activities for development of confidence, empowerment, collaboration, talent identification. 	

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
11.	**B7. 2.3.2** Demonstrate ability to apply movement concepts, principles and strategies in performing limited–contact physical activity (e.g., ball and stick, hand and ball physical activities).	**B7. 2.3.2.1** - Apply movement concepts, principles and strategies in performing beginning level ball and stick physical activity (e.g. cricket, softball, baseball and rounders) **EXEMPLARS** 1. Apply movement concepts (space, dynamics, relationship, etc.), principles (specificity, adaptation, progression etc.) and strategies in performing ball and stick physical activities (Hand – ball – eye coordination in bowling, batting, pitching and fielding) for inclusion and adaptation. 2. Plan and practice variety of (Hand – ball – eye coordination in bowling, batting, pitching and fielding) activities for individual pacing and adaptation. 3. Design a competition with variety of ball and stick physical activities ('tsaskele', bases ball, cricket, etc. using adapted rules and equipment for inclusion). 4. Create and organize inter - group competitions on ball and stick physical activities to enhance skill mastery for development of confidence, empowerment, collaboration, talent identification and development.	**Communication and collaboration.** Understand and use interpersonal skills.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES

Cricket

Baseball | |

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
		B7.2.3.2.2- Apply movement concepts, principles and strategies to perform beginning level hand and ball physical activity. **EXEMPLARS** 1. Apply movement concepts (space, dynamics, relationship, etc.), principles (specificity, adaptation, progression etc.) and strategies s in learning hand and ball physical activities e.g. (Volleyball, netball etc. stance/positions and movements) based on individual adaptation and pacing. 2. Plan and practice variety of hand and ball physical activities using concepts, principles and strategies for individual adaptation and pacing. 3. Design a competition with variety of hand and ball physical activities (volleyball, netball etc) using adapted rules and equipment for inclusion. **Create and organize inter - group competitions on hand and ball physical activities to enhance skill mastery for development of confidence, empowerment, collaboration, talent identification and development.**	**Creativity and innovation.** Ability to try alternatives and fresh approaches

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
12.	**B7. 2.3.3** Demonstrate ability to apply movement concepts, principles and strategies in performing full–contact physical activity (e.g., invasion, martial arts and local wrestling activities).	**B7.2.3.3.1** Apply movement concepts, principles and strategies in performing beginning level of invasion physical activity. **EXEMPLARS**: 1. Apply movement concepts (space, dynamics, relationship, etc.), principles (specificity, adaptation, progression etc.) and strategies in learning invasion physical activity e.g. (2 v 2, 4 v 4, in soccer, handball, basketball etc.) based on individual adaptation and pacing. 2. Plan and practice variety of skills in invasion physical activities such as (2 v 2, 4 v 4, in soccer, handball, basketball etc.) for individual adaptation and pacing. 3. Design competitions with variety of invasion physical activities using adapted rules and equipment for inclusion and motivation. 4. Create and organize inter - group competitions on invasion physical activities to enhance skill mastery for development of confidence, empowerment, collaboration, talent identification.	**Creativity and innovation.** Ability to merge simple/complex ideas to create novel situations or things

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
		B7.2.3.3.2 Apply movement concepts, principles and strategies in performing beginning level martial arts physical activities. **EXEMPLARS**: 1. Apply movement concepts (space, dynamics, relationship, etc.), principles (specificity, adaptation, progression etc.) and strategies in learning martial art physical activity (Stance, movement/footwork, etc.) based on individual adaptation and pacing. 2. Plan and practice variety of skills in martial art physical activities using concepts, principles and strategies for individual adaptation and pacing. 3. Design competitions for pairs with variety of martial art physical activities using adapted rules and equipment for inclusion and motivation. 4. Create and organize inter - group competitions on martial art physical activities to enhance skill mastery for development of confidence, empowerment, collaboration, talent identification. 	**Creativity and innovation.** Ability to select the most effective creative tool for working and preparedness to give explanation.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
		  B7. 2.3.3.3 - Apply movement concepts, principles and strategies in performing beginning level of local wrestling physical activity. **EXEMPLARS**: 1. Apply concepts (space, dynamics, relationship, etc.), principles (specificity, adaptation, progression etc.) and strategies in learning martial art and wrestling physical activities (Stance, penetration, lifting, pining and escape – with low force / pace) for differentiation. 2. Plan and practice variety of skills in martial art and wrestling physical activities using concepts and principles of levers and summation of forces for individual pacing and adaptation. 3. Design competitions for pairs with variety of martialart and wrestling physical activities using adapted rules and equipment for inclusion and motivation.	**Creativity and innovation.** Ability to look at alternative in creating new things.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
		local wrestling	

BASIC 8

STRAND 1: HEALTH EDUCATION

SUB-STRAND 1: NUTRITION& PHYSICAL ACTIVITY

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
1.	**B8.1.1.1** **Demonstrate understanding of factors that influence choice of food and feeding habits in relation to participation in physical activity.**	**B8.1.1.1.1: Examine the factors that influence the choice of food and feeding habits in relation to participation in physical activity.** **EXEMPLARS** 1. In small groups, discuss factors that influence choice of food and eating habits including misconceptions, religion, age and health conditions. 2. Research and do a 5 minutes group presentation on effects of good and bad eating habits on participation in physical activity.	**Critical thinking and problem solving.** Ability to combine information and ideas from several sources to reach a conclusion.

STRAND 1: HEALTH EDUCATION

SUB-STRAND 2: DISEASE PREVENTION AND MANAGEMENT

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
2.	**B8.1.2.1** **Develop awareness of behaviours that promote regular participation in physical activity.**	**B8.1.2.1.1: Explore and catalogue several ways of getting active in different contexts including home school, community etc.** **Exemplars** 1. Self-assess and record how often you participate in variety of physical activities. 2. Interview peers in groups on how often they engage in variety of physical activities at, home, school, community etc. 3. Plan and practice individually and in groups variety of physical activities including (active transportation, group aerobics, active play etc.) at home, school and community to enhance good health and active lifestyle.	**Critical thinking and problem solving.** Ability to combine information and ideas from several sources to reach a conclusion

STRAND 1: HEALTH EDUCATION

SUB-STRAND 3: FIRST AID AND INJURY PREVENTION

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLIFICATIONS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
3.	**B8.1.3.1** **Apply principles of first aid in a variety of physical activity settings.**	**B8.1.3.1.1: Discuss the concepts and principles of first aid and how to apply them.** **EXEMPLARS** 1. In groups research and present the concept of first aid to class. 2. Through group work, identify and discuss basic principles of first aid (Using appropriate first aid procedures and techniques, providing assurance and guidance to the casualty, how / where to get help etc). 3. In small groups, explore on how and where to get help during cases of emergency and share with the class.	**Critical thinking and problem solving.** Demonstrate a thorough understanding of a generalized concept and facts specific to a task or situation.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
		B8.1.3.1.2: Apply principles of first aid in a variety of physical activity settings. **EXEMPLARS** 1. Identify and discuss the items in a first aid kit. 1ST Aid Kit 2. Demonstrate how to apply the first aid items in managing physical activity-related injuries. 3. Plan and demonstrate how to apply first aid to a casualty who is (unconscious, bleeding, choked etc. using internationally accepted basic principles.) In groups, prepare and submit a first aid kit for injury management in physical activity settings.	**Critical thinking and problem solving.** Ability to combine information and ideas from several sources to reach a conclusion

SUB-STRAND 1: TRADITIONAL/GLOBAL RHYTHMIC GYMNASTICS, GAMES AND DANCE

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLIFICATIONS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
4.	**B8.2.1.1** **Perform a variety of traditional games and adaptations for inclusivity and cultural awareness. .**	**B8.2.1.1.1: Classify and perform traditional games and adaptation for inclusivity and cultural identity.** **EXEMPLARS** 1. Explore and evaluate various traditional games and adaptation performed at the various regions in the country. Eg; Northern – ka a pinda, Volta – megbemegbe, Asante – enhwenwoakyere, etc. Anhwenwoakyere 2. In small groups, create and perform a variety of traditional games and adaptations from various regions.	**Cultural identity and global citizenship** Develop and express respect, recognition and appreciation of others culture

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLIFICATIONS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
5.	**B8.2.1.2** Perform a variety of traditional dances and adaptations for inclusivity and cultural awareness.	3. Prepare a schedule with variety of traditional games and adaptation and perform at school, home and report on each performance. **B8.2.1.2.1:** Classify and perform traditional dances and adaptation by regions for inclusivity and cultural identity. **EXEMPLARS** 1. Explore and evaluate various traditional dances and adaptation performed at the various regions in the country. Eg; Upper East – Turk, Upper West – Tampendi, Greater Accra – Kpanlogo, etc. **Kpanlogo dance by the Ga's**	**Cultural identity and global citizenship.** Develop and express respect, recognition and appreciation and other's culture.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
		1. In small groups, create and perform a variety of traditional dances and adaptations from various regions. 2. Prepare a schedule with variety of traditional dances and adaptation and perform at school, home and community and report on each performance.	
6.	**B8.2.1.3** **Perform a variety of traditional/global rhythmic gymnastics and adaptations for inclusivity and cultural awareness.**	**B8.2.1.3.1:** Classify and perform traditional/global rhythmic gymnastics and adaptation by regions for inclusivity and cultural identity. **EXEMPLARS**: 1. Explore and evaluate various traditional/global rhythmic gymnastics and adaptation performed at the various regions in the country. Eg; **Rhythmic gymnastics** 2. In small groups, create and perform a variety of traditional/global rhythmic gymnastics and adaptations from various regions. 3. Prepare a schedule with variety of traditional/global rhythmic gymnastics and adaptation and perform at school, home and community and report on each performance.	**Cultural identity and global citizenship** Develop and express respect, recognition and appreciation of others culture.

STRAND 2: PHYSICAL ACTIVITY EDUCATION

SUB-STRAND 2: PHYSICAL FITNESS

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLIFICATIONS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
7.	**B8.2.2.1** Demonstrate understanding of participating in a variety of muscular fitness activities.	**B8.2.2.1.1**: Participate in a variety of muscular strength/endurance activities. **EXEMPLARS** 1. Design and perform pre-test activities and log result at the beginning of the term to assess individual physical fitness base line. 2. Create and practice regular muscular strength/endurance fitness activities such as skipping, push-ups, sit-ups leg press, cycling, etc. at home and school and time / distance of performance in a diary. 3. Plan and individually perform post-test and log result in a diary at the end of the term to assess self-improvement in muscular fitness level.	**Communication and collaboration.** Ability to keep group working on relevant activities.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLIFICATIONS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
8.	**B8.2.2.2** **Demonstrate understanding of participating in a variety of cardiorespiratory fitness activities.**	4. Compare pre-test and post – test results and use the findings to improve on individual physical fitness. **B8.2.2.2.1:** Participate in a variety of cardiorespiratory fitness activities. **EXEMPLARS** 1. In groups, explore and share variety of cardiorespiratory activities. 2. Discuss with peers the benefits of engaging in cardiorespiratory activities e.g. Increase stamina, prevention of hypertension. 3. Design and perform variety of cardiorespiratory activities such as skipping, brisk walking, jogging, running, cycling, etc., at home and school and record their performance in a diary. 4. Share with peers changes you have realized as a result of regular participation in cardiorespiratory activities.	**Communication and collaboration.** Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
9.	**B8.2.2.3** Demonstrate understanding of participating in a variety of flexibility fitness activities.	**B8.2.2.3.1:** Participate in a variety of flexibility fitness activities. **EXEMPLARS**: 1. In groups, explore and share variety of flexibility fitness activities. 2. Discuss with peers the benefits of engaging in flexibility fitness activities e.g. less injuries, improved posture and balance, improved physical performance, etc. 3. Design and perform variety of flexibility fitness activities such as hamstring stretch, quadriceps stretch, neck stretch, etc., at home and school and report on experiences of the performance. 4. Share with peers changes you have realized as a result of regular participation in flexibility fitness activities.	**Personal development and leadership.** Demonstrate sense of feeling or belongingness to the group.

STRAND 2- PHYSICAL ACTIVITY EDUCATION

SUB-STRAND 3: ORGANISED SPORTS PARTICIPATION

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLIFICATIONS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
10.	**B8.2.3.1** **Demonstrate ability to apply movement concepts, principles and strategies in performing non–contact physical activity (e.g., athletics, ball and racket, individual and target physical activity).**	**B8.2.3.1.1- Apply movement concept, principles and strategies to perform beginning-intermediate level ball and racket physical activity.** **EXEMPLARS** 1. Apply movement concepts, principles and strategies in learning ball and racket physical activities eg. (Footwork, backhand and forehand rally) based on individual adaptation and pacing. 2. Plan and practice variety of skills in ball and racket physical activities using concepts, principles and strategies for individual pacing and adaptation. 3. Design a competition with variety of ball and racket physical activities (forehand and back rally, middle distance, etc.) using adapted rules and equipment for inclusion. 4. Create and organize inter - group competitions for development of confidence, empowerment, collaboration, talent identification.	**Creativity and innovation** Exhibit strong memory, intuitive thinking and respond appropriately.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
		B8.2.3.1.2- Apply movement concepts, principles and strategies to perform beginning-intermediate level individual and target physical activity. **EXEMPLARS** 1. Apply movement concepts, principles and strategies in learning individual and target physical activities (Backward skating, basic; stance, hold, draw and release – in local archery etc.). based on individual adaptation. 2. Plan and practice variety of skills in individual and target physical activities using concepts, principles and strategies for individual adaptation. 3. Design a competition with variety of individual and target physical activities e.g. (limited support skating, meddle distance clay shooting, etc) using adapted rules and equipment for inclusion. 4. Create and organize inter - group competitions with individual and target physical activities for development of confidence, empowerment, collaboration, talent identification. 1.	**Critical thinking and problem solving.** Create simple logic trees to think through problems.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
11.	**B8.2.3.2** **Demonstrate ability to apply movement concepts, principles and strategies in performing limited–contact physical activity (e.g. ball and stick physical activities, hand and ball physical activities).**	**B8.2.3.1.3- Apply movement concepts, principles and strategies to perform beginning-intermediate level of athletics.** **EXEMPLARS** 1. Apply movement concepts, principles and strategies in learning athletics eg (middle distance, jumps and throws) based on individual adaptation and pacing. 2. Plan and practice variety of skills in (middle distance, jump and throw) activities using concepts, principles and strategies for individual adaptation. 3. Design a competition with variety of (middle distance, jumps, throw) activities using adapted rules and equipment for inclusion. 4. Create and organize inter - group competitions with athletic activities for development of confidence, empowerment, collaboration, talent identification. **B8.2.3.2.1- Apply movement concepts, principles and strategies to perform beginning-intermediate level stick and ball physical activity.**	**Critical thinking and problem solving.** Ability to explain plans for attaining goals. **Communication and collaboration.** Understand and use interpersonal skills.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
		EXEMPLARS 1. Apply movement concepts, principles and strategies in learning stick and ball physical activities on (Free bowling, batting and fielding) based on individual adaptation and pacing. 2. Plan and practice variety of ball and stick physical activities using (Free bowling, batting and fielding) for individual adaptation and pacing. 3. Design a competition with variety of ball and stick physical activities on (Free bowling, batting and fielding) using adapted rules and equipment for inclusion. 4. Create and organize inter - group competitions on ball and stick physical activities to enhance skill mastery for development of confidence, empowerment, collaboration, talent identification and development. **B8.2.3.2.2:** Apply movement concepts, principles and strategies to perform beginning-intermediate level hand and ball physical activity. **EXEMPLARS** 1. Apply movement concepts, principles and strategies in learning hand and ball physical activities (e.g. under arm serve, passing, etc.) based on individual	**Creativity and innovation.** Ability to try alternatives and fresh approaches

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
12.	**B8.2.3.3** Demonstrate ability to apply movement principles and strategies in performing full–contact physical activity (e.g., invasion physical activity, martial arts and local wrestling).	1. adaptation and pacing. 2. Plan and practice variety of hand and ball physical activities using concepts, principles and strategies for individual adaptation and pacing. 3. Design a competition with variety of hand and ball physical activities (volleyball, netball etc.) using adapted rules and equipment for inclusion. 4. Create and organize inter - group competitions on hand and ball physical activities to enhance skill mastery for development of confidence, empowerment, collaboration, talent identification and development. **B8.2.3.3.1:** Apply movement concepts, principles and strategies in performing beginning-intermediate level of invasion physical activity. **EXEMPLARS**: 1. Apply movement concepts, principles and strategies in learning invasion physical activity (Position and formation in soccer, handball, basketball etc.) based on individual adaptation and pacing. 2. Plan and practice variety of skills in (Position and formation in soccer, handball, basketball etc.) for individual adaptation and pacing. 3. Design competitions with variety of invasion physical activities (Position and formation in soccer, handball, basketball etc.) using adapted rules and equipment for inclusion and motivation.	**Creativity and innovation.** Ability to merge simple/complex ideas to create novel situations or things

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
		4. Create and organize inter - group competitions on invasion physical activities to enhance skill mastery for development of confidence, empowerment, collaboration, talent identification. **B8.2.3.3.2:** Apply movement concepts, principles and strategies in performing beginning-intermediate level martial arts physical activities. **EXEMPLARS**: 1. Apply movement concepts, principles and strategies in learning martial art physical activity (Punching, kicking, blocking etc.) based on individual adaptation and pacing. 2. Plan and practice variety of skills in martial art physical activities using concepts, principles and strategies for individual adaptation and pacing. 3. Design competitions for pairs with variety of martial art physical activities using adapted rules and equipment for inclusion and motivation. 4. Create and organize inter - group competitions on martial art physical activities to enhance skill mastery for development of confidence, empowerment, collaboration, talent identification.	**Creativity and innovation.** Ability to select the most effective creative tool for working and preparedness to give explanation. **Creativity and innovation.** Ability to look at alternative in creating new things.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
		B8.2.3.3.3: Apply movement concepts, principles and strategies in performing beginning-intermediate level local wrestling physical activities. **EXEMPLARS**: 1. Apply movement concepts, principles and strategies in learning local wrestling physical activities (Stance, penetration, lifting, pining and escape – with minimal force / pace) based on individual adaptation and pacing. 2. Plan and practice variety of (Stance, penetration, lifting, pining and escape – with minimal force / pace) for individual adaptation and pacing. 3. Design competitions for pairs with variety of local wrestling physical activities using adapted rules and equipment for inclusion and motivation. 4. Create and organize inter - group competitions on local wrestling physical activities to enhance skill mastery for development of confidence, empowerment, collaboration, talent identification.	

BASIC 9

STRAND 1: HEALTH EDUCATION
SUB-STRAND 1: NUTRITION AND PHYSICAL ACTIVITY

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLIFICATIONS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
1.	**B9.1.1.1** Demonstrate understanding of nutritional problems associated with participation in physical activity.	**B9.1.1.1.1:** Examine problems associated with unbalanced / poor diet in relation to physical activity. **EXEMPLARS** 1. In small groups discuss the nutritional problems associated with unbalanced or poor diet related to participation in physical activities. 2. Through research in books and internet, explain to class the understanding of nutritional problems associated with sex participation in physical activities. 3. In a role play, learners demonstrate the effects of unbalanced/poor diet in participating in physical activity	**Critical thinking and problem solving.** Ability to combine information and ideas from several sources to reach a conclusion.
		B9.1.1.1.2: Discuss the role of water in relation to nutrition and physical activity. **EXEMPLARS** 1. Research and discuss in groups on why water is a useful nutrient. E.g. Natural appetite suppressant, reduces liquid calorie intake, etc. 2. Observe and analyse how water is useful in physical activity participation. (E.g. prevention of muscle cramp and dehydration, etc.).	

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STRAND 1: HEALTH EDUCATION

SUB-STRAND 2: DISEASE PREVENTION AND MANAGEMENT

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLIFICATIONS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
2.	**B9.1.2.1** **Design ways to prevent diseases associated with sedentary behaviours and physical inactivity.**	**B9.1.2.1.1: Create and perform physical activities to prevent diseases associated with sedentary behaviours and physical inactivity.** **EXEMPLARS** 1. In groups discuss variety of physical activities performed daily. E.g. gardening, riding a bike, playing games, jogging, etc. 2. Research and make a presentation about physical activities that enhance regular participation to prevent diseases associated with sedentary behaviours and physical inactivity. (Obesity – moderate intensity exercises such as fast walking, jogging, tennis, aerobic dance, etc.) 3. Plan and perform physical activities to prevent diseases related to sedentary and physical inactivity. E.g. aerobics, jogging, tennis, etc.	**Critical thinking and problem solving.** Ability to combine information and ideas from several sources to reach a conclusion

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STRAND 1: HEALTH EDUCATION

SUB-STRAND 3: FIRST AID AND INJURY PREVENTION

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLIFICATIONS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
3.	**B9.1.3.1** **Apply internationally accepted best practices for injury management in physical activity settings.**	**B9.1.3.1.1: Demonstrate the effective procedures of injury management in physical activity settings.** **EXEMPLARS** 1. Research and share with class internationally best practices for injury management. 2. Watch a video on first aid procedures and critique the procedures for injury management in small groups. (Protection, Rest, Ice, Compression and Elevation - *P.R.I.C.E*) 3. In groups, demonstrate how to use internationally accepted best practices to manage physical activity-related injuries. For example; a. **Strain** – protect the strained muscle from further injury, rest the strained muscle, ice the muscle area for 20 min etc. b. **Cuts** – Wash your hands with soap and water, wash the cut to prevent infection, stop the bleeding etc. c. **Dislocation** –Apply ice to the affected area, splint the injured area etc.	**Critical thinking and problem solving.** Demonstrate a thorough understanding of a generalized concept and facts specific to a task or situation.

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STRAND 2: PHYSICAL ACTIVITY EDUCATION

SUB-STRAND 1: TRADITIONAL/GLOBAL RHYTHMIC GYMNASTICS, GAMES AND DANCE

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLIFICATIONS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
4.	**B9.2.1.1** **Demonstrate understanding of performing a variety of traditional games and adaptations for inclusivity and cultural identity.**	**B9.2.1.1.1:Create and classify a variety of traditional games and adaptation according to levels of intensity (low, moderate and vigorous intensity).** **EXEMPLARS** 1. In groups identify traditional games in your locality. E.g. ampe, tumatu, etc. 2. In groups, adapt and perform traditional games for inclusivity and cultural identity. 3. Classify them into low, moderate and high intensity levels. _see table below_ NB: A game that is low for one child, may be moderate or high for another child.	**Cultural identity and global citizenship** Develop and express respect, recognition and appreciation of others culture

Game	Level of Intensity		
	Low	Moderate	High
Ampe	√	√	√
Tug of Peace		√	
Tumatu	√	√	

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
5 6.	**B9.2.1.2** **Demonstrate understanding of performing a variety of traditional dance and adaptations for inclusivity and cultural identity**	**B9.2.1.2.1: Create and classify a variety of traditional dances and adaptation according to levels of intensity. E.g. (low, moderate and vigorous intensity).** EXEMPLARS In groups identify traditional dances in your locality. E.g. Adowa, Agbadza etc. In groups, adapt and perform traditional dances for inclusivity and cultural identity. Classify them into low, moderate and high intensity levels.	**Cultural identity and global citizenship.** Develop and express respect, recognition and appreciation and other's culture. **Cultural identity and global citizenship** Develop and express respect, recognition and appreciation of others culture.

Dance	Level of Intensity		
	Low	Moderate	High
Agbadza		√	√
Adowa	√	√	
Takae		√	√

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S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
	B9.2.1.3 **Demonstrate understanding of performing a variety of traditional gymnastics and adaptations for inclusivity and cultural identity.**	B9.2.1.3.1: Create and classify a variety of traditional/global rhythmic gymnastics and adaptation according to levels of intensity. E.g. low, moderate and vigorous intensity. EXEMPLARS: In groups identify traditional gymnastics in your locality. In groups, adapt and perform traditional gymnastics for inclusivity and cultural identity. Classify them into low, moderate and high intensity levels. *Mixed stand traditional/global rhythmic gymnastics*	

Rhythmic gymnastics	Level of Intensity		
	Low	Moderate	High
Mixed stand traditional/global rhythmic gymnastics		√	√

STRAND 2: PHYSICAL ACTIVITY EDUCATION

SUB-STRAND 2: PHYSICAL FITNESS

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PPRACTICES AND CCORE COMPETENCIES
7.	**B9.2.1.1** **Demonstrate understanding of participating in a variety of muscular strength/ fitness activities.**	**B9:2:2:1:1: Participate in a variety of muscular strength/endurance activities.** **EXEMPLARS** 1. Design and perform pre – test activities and log results at the beginning of the tern to assess individual baseline physical fitness 2. Create and perform regular muscular strength/ endurance fitness activities at home and school such as skipping, sit-ups, pull- ups, cycling, etc. to maintain and improve physical fitness. 3. Organise muscular strength work- outs to improve family members' participation in physical activity. 4. Plan and individually perform post-test and log results in a dairy at the end of the term to assess self-improvement muscular strength/endurance fitness level. Compare pre – test and post – test results and use the findings to improve on individual physical fitness.	**Communication and collaboration.** Ability to keep group working on relevant activities.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
8.	**B9.2.2.2** **Demonstrate understanding of participating in a variety of cardiorespiratory fitness activities**	**B9.2.2.2.1: Create a variety of cardiorespiratory fitness activities.** **EXEMPLARS** 1. Develop variety of physical activity programmes for improvement of cardiorespiratory fitness. 2. Create variety of personalised programme for regular participation in physical activity 3. Participate in a variety of self-developed cardiorespiratory activities at home and school such as aerobic dance, brisk walking, jogging, running, cycling, to improve cardiorespiratory fitness. 4. Compare your daily performance data and use the feedback to improve on your participation in physical activities.	**Communication and collaboration.** Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PRACTICES AND CORE COMPETENCIES
9.	**B9.2.2.3** **Demonstrate understanding of participating in a variety of flexibility fitness activities.**	**B9.2.2.3.1: Participate in a variety of flexibility fitness activities.** **EXEMPLARS** 1. Develop variety of physical activity programmes for improvement of flexibility. 2. Create variety of personalised programme for regular participation in flexibility activities. 3. Participate in a variety of self-developed adapted flexibility activities at home and school such as aerobic dance, sit and reach, stretching to improve flexibility. 4. Perform self-develop physical activities to improve/maintain flexibility. 5. Share with peers the benefits of engaging in flexibility activities. *Note: Consider inclusivity in grouping learners to work, selections of equipment designing of activities and performing of activities.*	**Personal development and leadership.** Demonstrate sense of feeling or belongingness to the group.

STRAND 2: PHYSICAL ACTIVITY EDUCATION

SUB-STRAND 3: ORGANISED SPORTS PARTICIPATION

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PPRACTICES AND CCORE COMPETENCIES
	B9.2.3.1 **Demonstrate ability to apply movement concepts, principles and strategies in performing non–contact physical activity (e.g., athletics, ball and racket, individual and target activities).**	**B9.2.3.1.1: Apply movement concepts, principles and strategies to perform intermediate level ball and racket physical activities** **EXEMPLARS** 1. Apply movement concepts, principles and strategies in learning ball and racket physical activities (Serves – in tennis, table tennis and badminton) based on individual adaptation and pacing. 2. Plan and practice variety of serves skills in ball and racket physical activities using concepts, principles and strategies for individual pacing and adaptation. 3. Design a competition with variety of serves in ball and racket physical activities (underhand, slice etc. serves in tennis, forehand topspin serve in table tennis, forehand high serve in badminton etc.) using adapted rules and equipment for inclusion. 4. Create and organize inter - group competitions for development of confidence, empowerment, collaboration, talent identification.	**Creativity and innovation** Exhibit strong memory, intuitive thinking and respond appropriately.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PPRACTICES AND CCORE COMPETENCIES
		EXEMPLARS 1. Apply movement concepts, principles and strategies in learning athletics (Long distance and the basic styles/types of jumps and throws) based on individual adaptation and pacing. 2. Plan and practice variety of skills in (Long distance and the basic styles/types of jumps and throws) using concepts, principles and strategies for individual adaptation. 3. Design a competition with variety of (Long distance and the basic styles/types of jumps and throws) using adapted rules and equipment for inclusion. 4. Create and organize inter - group competitions with athletic activities for development of confidence, empowerment, collaboration, talent identification.	**Critical thinking and problem solving.** Create simple logic trees to think through problems

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PPRACTICES AND CCORE COMPETENCIES
	B9.2.3.2 **Demonstrate ability to apply movement principles and strategies in performing limited–contact physical activity (e.g., ball and stick and hand and ball physical activities).**	**B9.2.3.2.1: Apply movement concepts, principles and strategies to perform intermediate level stick and ball physical activity.** **EXEMPLARS** 1. Apply movement concepts, principles and strategies in learning stick and ball physical activities (Targeted; bowling, batting, fielding and wicket keeping) based on individual adaptation and pacing. 2. Plan and practice variety of ball and stick physical activities using concepts, principles and strategies of (Targeted; bowling, batting, fielding and wicket keeping) for individual adaptation and pacing. 3. Design a competition with variety of ball and stick physical activities on (Targeted; bowling, batting, fielding and wicket keeping) using adapted rules and equipment for inclusion. 4. Create and organize inter - group competitions on ball and stick physical activities to enhance skill mastery for development of confidence, empowerment, collaboration, talent identification and development.	**Critical thinking and problem solving.** Ability to explain plans for attaining goals. **Communication and collaboration.** Understand and use interpersonal skills.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PPRACTICES AND CCORE COMPETENCIES
		B9.2.3.2.2: Apply movement concepts, principles and strategies to perform intermediate level hand and ball physical activity. **EXEMPLARS** 1. Apply movement concepts, principles and strategies in learning hand and ball physical activities on (offensive and defensive technique) based on individual adaptation and pacing. 2. Plan and practice variety of hand and ball physical activities using concepts, principles and strategies on (offensive and defensive skills) for individual adaptation and pacing. 3. Design a competition with variety of (offensive and defensive techniques) hand and ball physical activities using adapted rules and equipment for inclusion. Create and organize inter - group competitions on hand and ball physical activities to enhance skill mastery for development of confidence, empowerment, collaboration, talent identification and development.	**Creativity and innovation.** Ability to merge simple/complex ideas to create novel situations or things

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PPRACTICES AND CCORE COMPETENCIES
	B9.2.3.3 **Demonstrate ability to apply movement principles and strategies in performing full–contact physical activity (e.g., invasion, martial arts and local wrestling activities).**	**B9.2.3.3.1:** Apply movement concepts, principles and strategies in performing intermediate level of invasion physical activities. **EXEMPLARS:** 1. Apply movement concepts, principles and strategies in learning invasion physical activity (offensive and defensive techniques in soccer, handball, basketball etc) based on individual adaptation and pacing. 2. Plan and practice variety of skills in invasion physical activities using concepts, principles and strategies for individual adaptation and pacing. 3. Design competitions for pairs with variety of invasion physical activities using adapted rules and equipment for inclusion and motivation. 4. Create and organize inter - group competitions on invasion physical activities to enhance skill mastery for development of confidence, empowerment, collaboration, talent identification.	**Creativity and innovation.** Ability to select the most effective creative tool for working and preparedness to give explanation.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PPRACTICES AND CCORE COMPETENCIES
		B9.2.3.3.2: Apply movement concepts, principles and strategies in performing intermediate level of martial arts. **EXEMPLARS**: 1. Apply movement concepts, principles and strategies in learning martial art physical activity (Combination of; punches, kicks, blocks etc.) based on individual adaptation and pacing. 2. Plan and practice variety of skills in martial art physical activities with (Combination of; punches, kicks, blocks etc.) for individual adaptation and pacing. 3. Design competitions for pairs with variety (Combination of; punches, kicks, blocks etc.) using adapted rules and equipment for inclusion and motivation. 4. Create and organize inter - group competitions on martial art physical activities to enhance skill mastery for development of confidence, empowerment, collaboration, talent identification.	**Creativity and innovation.** Ability to look at alternative in creating new things.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PPRACTICES AND CCORE COMPETENCIES
		B9.2.3.3.3: Apply movement concepts, principles and strategies in performing intermediate level local wrestling physical activities. **EXEMPLARS**: 1. Apply movement concepts, principles and strategies in learning local wrestling physical activities (Stance, penetration, lifting, pining and escape – with maximum force / pace) based on individual adaptation and pacing. 2. Plan and practice variety of skills in local wrestling on (Stance, penetration, lifting, pining and escape – with maximum force / pace) using concepts, principles and strategies for individual adaptation and pacing. 3. Design competitions for pairs with variety of local wrestling activities (Stance, penetration, lifting, pining and escape – with maximum force / pace) using adapted rules and equipment for inclusion and motivation. Create and organize inter - group competitions on local wrestling physical activities to enhance skill mastery for development of confidence, empowerment, collaboration, talent identification.	

BASIC 10

STRAND 1: HEALTH EDUCATION

SUB-STRAND 1: NUTRITION AND PHYSICAL ACTIVITY

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLIFICATIONS	SUBJECT-SPECIFIC PPRACTICES AND CORE COMPETENCIES
1.	**B10.1.1.1** **Demonstrate understanding of diet for adolescents participating in physical activity.**	**B10.1.1.1.1- Plan and prepare a diet for adolescents participating in physical activity** **EXEMPLARS** 1. In groups, research and present to peers various planned menu for adolescents participating in physical activities. 2. In groups analyse the appropriateness of food groups in the menu adolescents participating in physical activities. 3. Prepare a diet for adolescents participating in physical activity.	**Critical thinking and problem solving.** Ability to combine information and ideas from several sources to reach a conclusion.

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STRAND 1: HEALTH EDUCATION

SUB-STRAND 2: DISEASE PREVENTION AND MANAGEMENT

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PPRACTICES AND CCORE COMPETENCIES
2.	**B10.1.2.1** Demonstrate ability to adapt physical activities to manage diseases associated with sedentary behaviours.	**B10.1.2.1.1 –** Create a personal/group physical activity programme that promotes increase in physical activity participation (e.g. modified physical activity, active play, active transport gardening and other physically demanding household/community chores) to manage non-communicable **EXEMPLARS** 1. In groups, research and present to class a variety of adapted physical activities and related diseases they manage. 2. Create and discuss with peers adapted physical activities which can be used to manage sedentary related diseases. 3. Conduct interviews and present a paper on reasons why people should increase their participation in physical activities.	**Critical thinking and problem solving.** Ability to combine information and ideas from several sources to reach a conclusion

STRAND 1: HEALTH EDUCATION

SUB-STRAND 3: FIRST AID & INJURY PREVENTION

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLIFICATIONS	SUBJECT-SPECIFIC PPRACTICES AND CCORE COMPETENCIES

3.	**B10.1.3.1**
	
	Demonstrate understanding of various lifesaving procedures based on best international practice.
		B10.1.3.1.1- Compare and apply different lifesaving procedures in physical activity settings.
		
		EXEMPLARS
		
		1. Research and present internationally accepted life-threatening incidents that can occur in physical activity settings (cardiac arrest and heart stroke).
		2. In groups, demonstrate internationally accepted best practices of lifesaving procedures for managing life-threatening incidents;
		   i. **Choking** – e.g. Wrap your arms around the victim's midsection, lean the victim forward, and give five back blows to the upper back with the heel of your hand, Give five quick abdominal thrusts etc.
		   ii. **Cardiac arrest** – e.g. Determine if the person is conscious or unconscious by check for breathing and a pulse, Re-tilt the head, pinch the nostrils shut, and give two rescue breaths into the victim's sealed mouth etc.
			Critical thinking and problem solving.
			
			Demonstrate a thorough understanding of a generalized concept and facts specific to a task or situation.

STRAND 2- PHYSICAL ACTIVITY EDUCATION

SUB-STRAND 1: TRADITIONAL/GLOBAL RHYTHMIC GYMNASTICS, GAMES AND DANCE

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLIFICATIONS	SUBJECT-SPECIFIC PPRACTICES AND CCORE COMPETENCIES
4.	**B10.2.1.1** **Perform a variety of traditional games and adaptations for inclusivity and cultural identity.**	**B9:2.1.1.1- Analyse and create adaptive traditional games festival for socialization and cultural identity.** **EXEMPLARS** 1. In groups, research and present to peers values for organizing traditional games festival. 2. In groups, create an adaptive traditional game to be performed in inter-class traditional games festival.	**Cultural identity and global citizenship** Develop and express respect, recognition and appreciation of others culture
5.	**B10.2.1.2** **Perform a variety of traditional dances and adaptations for inclusivity and cultural identity.**	**B10.2.1.2.1- Analyse and create adaptive traditional dance festival for socialization and cultural identity.** **EXEMPLARS** 1. In groups, research and present to peers values for organizing traditional dances festival. 2. In groups, create adaptive traditional dances to be performed in inter-class traditional dances festival.	**Cultural identity and global citizenship.** Develop and express respect, recognition and appreciation and other's culture.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PPRACTICES AND CORE COMPETENCIES
6.	**B10.2.1.3** **Perform a variety of traditional/global rhythmic gymnastics and adaptations for inclusivity and cultural identity.**	**B10.2.1.3.1-. Analyse and create adaptive traditional/global rhythmic gymnastics festival for socialization and cultural identity.** **EXEMPLARS**: 1. In groups, research and present to peers values for organizing traditional/global rhythmic gymnastics. 2. In groups, create an adaptive traditional/global rhythmic gymnastics to be performed in inter-class rhythmic gymnastics festival. 3. Form adaptive traditional/global rhythmic gymnastics clubs and participate in locally organized festivals.	**Cultural identity and global citizenship** Develop and express respect, recognition and appreciation of others culture.

STRAND 2: PHYSICAL ACTIVITY EDUCATION

SUB-STRAND 2: PHYSICAL FITNESS

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLAR	SUBJECT-SPECIFIC PPRACTICES AND CORE COMPETENCIES
7.	**B10.2.1.1** **Demonstrate ability to participate in a variety of physical activities.**	**B10.2.2.1.1 - Participate in a variety of physical activities to improve muscular strength/endurance fitness.** **EXEMPLARS** 1. Design and perform pre-test activities and log result at the beginning of the term to assess individual fitness base-line. 2. Create and practice regular physical fitness activities at home and school such as skipping, aerobics dance, walking, jogging, cycling and record time/distance of performance in a dairy. 3. Perform post-test and log result at the end of the term to assess personal maintenance of physical fitness.	**Communication and collaboration.** Ability to keep group working on relevant activities.
8.	**B10.2.2.2** **Demonstrate ability to participate in a variety of cardio-respiratory/aerobic fitness activities.**	**B10.2.2.2.1- Perform a variety of physical activities and develop a personalized programme to improve cardiorespiratory fitness.** **EXEMPLARS** 1. Develop variety of physical activity programmes for improvement of cardiorespiratory fitness and share with your peers. 2. Create variety of personalised programme for regular participation in physical activity.	**Communication and collaboration.** Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLAR	SUBJECT-SPECIFIC PPRACTICES AND CORE COMPETENCIES
		3. Participate in a variety of self-developed cardiorespiratory activities at home and school such as aerobic dance, brisk walking, jogging, running, cycling, to improve cardiorespiratory fitness. 4. Organise cardiorespiratory activities such as aerobics dance to increase families, peers etc. participation in physical activities.	
9.	**B10.2.2.3** Demonstrate ability to participate in a variety of muscular strength physical activities.	**B10.2.2.3.1-**. Create a variety of adapted physical activities to develop and maintain flexibility fitness. **EXEMPLARS**: 1. Research and share with class a variety of static and dynamic physical activities. 2. In groups, develop variety of physical activity programmes for peers and families to improve/maintain flexibility fitness. 3. Share with peers the benefits of regular participation in flexibility activities.	**Personal development and leadership.** Demonstrate sense of feeling or belongingness to the group.

STRAND 2: PHYSICAL ACTIVITY EDUCATION

SUB-STRAND 3: ORGANIZED SPORTS PARTICIPATION

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLIFICATIONS	SUBJECT-SPECIFIC PPRACTICES AND CORE COMPETENCIES
10.	B10.2.3.1 Demonstrate ability to apply movement concepts, principles and strategies in performing non–contact physical activities (e.g., athletics, ball and racket, individual and target activities).	B10.2.3.1.1 Apply movement principles and strategies to perform beginning-advanced level ball and racket physical activities (e.g. table tennis, tennis, badminton). EXEMPLARS 1. Apply movement concepts, principles and strategies in learning ball and racket physical activities (offensive and defensive technique – in tennis, table tennis and badminton) based on individual adaptation and pacing. 2. Plan and practice variety of serves skills in ball and racket physical activities using (offensive and defensive technique – in tennis, table tennis and badminton) for individual pacing and adaptation. 3. Design a competition with variety of offensive and defensive technique in ball and racket physical activities using adapted rules and equipment for inclusion. 4. Create and organize inter - group competitions for development of confidence, empowerment, collaboration, talent identification.	Creativity and innovation Exhibit strong memory, intuitive thinking and respond appropriately.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLIFICATIONS	SUBJECT-SPECIFIC PPRACTICES AND CORE COMPETENCIES
		B10.2.3.1.2 - Apply movement principles and strategies to perform beginning-advanced level individual and target physical activities (e.g. Local archery). **EXEMPLARS** 1. Apply movement concepts, principles and strategies in performing individual and target physical activities (Forward and backward crossover – in skating, basic; stance, hold, aim, draw, release and follow through – in local archery etc.) based on individual adaptation. 2. Plan and practice variety of skills in individual and target physical activities using (Forward and backward crossover – in skating, basic; stance, hold, aim, draw, release and follow through – in local archery etc.) for individual adaptation. 3. Design a competition with variety of individual and target physical activities e.g. (Forward and backward crossover – in skating, basic; stance, hold, aim, draw, release and follow through – in local archery etc.) using adapted rules and equipment for inclusion. 4. Create and organize inter - group competitions with individual and target physical activities for development of confidence, empowerment, collaboration, talent identification.	**Critical thinking and problem solving.** Create simple logic trees to think through problems

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PPRACTICES AND CORE COMPETENCIES
11.	**B10.2.3.2** Demonstrate ability to apply movement concepts, principles and strategies in performing limited–contact physical activity (e.g., ball and stick, hand and ball activities).	**B10.2.3.2.1** Apply movement concepts, principles and strategies to perform beginning-advanced level stick and ball physical activity (e.g. tsasikele, softball, rounders, cricket and baseball). **EXEMPLARS** 1. Apply movement concepts, principles and strategies in learning stick and ball physical activities (Advance level; bowling, batting, fielding and wicket keeping) based on individual adaptation and pacing. 2. Plan and practice variety of ball and stick physical activities using concepts, principles and strategies of (Advance level; bowling, batting, fielding and wicket keeping) for individual adaptation and pacing. 3. Design a competition with variety of ball and stick physical activities on (Advance level; bowling, batting, fielding and wicket keeping) using adapted rules and equipment for inclusion. 4. Create and organize inter - group competitions on ball and stick physical activities to enhance skill mastery for development of confidence, empowerment, collaboration, talent identification and development.	**Communication and collaboration.** Understand and use interpersonal skills.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PPRACTICES AND CCORE COMPETENCIES
		B10.2.3.2.2 Apply movement principles and strategies to perform beginning-advanced level hand and ball physical activity (e.g., volleyball and netball) **EXEMPLARS** 1. Apply movement concepts, principles and strategies in learning hand and ball physical activities (Using techniques and tactics) based on individual adaptation and pacing. 2. Plan and practice variety of hand and ball physical activities (Using techniques and tactics) for individual adaptation and pacing. 3. Design a competition with variety of (techniques and tactics) in hand and ball physical activities using adapted rules and equipment for inclusion. 4. Create and organize inter - group competitions on hand and ball physical activities to enhance skill mastery for development of confidence, empowerment, collaboration, talent identification and development.	**Creativity and innovation.** Ability to try alternatives and fresh approaches

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PPRACTICES AND CORE COMPETENCIES
12.	**B10.2.3.3** Demonstrate ability to apply movement principles and strategies in performing full–contact physical activity (e.g., invasion, martial arts and local wrestling).	**B10.2.3.3.1** Apply movement concepts, principles and strategies in performing beginning-advanced level of invasion activities (e.g. football, handball, basketball). **EXEMPLARS**: 1. Apply movement concepts, principles and strategies in learning invasion physical activity (Using techniques and tactics - in football, handball, basketball etc.) for individual adaptation and pacing. 2. Plan and practice variety of skills in invasion physical activities (Using techniques and tactics - in football, handball, basketball etc.) for individual adaptation and pacing. 3. Design competitions with variety of invasion physical activities using adapted rules and equipment for inclusion and motivation. 4. Create and organize inter - group competitions on invasion physical activities to enhance skill mastery for development of confidence, empowerment, collaboration, talent identification.	**Creativity and innovation.** Ability to merge simple/complex ideas to create novel situations or things

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PPRACTICES AND CORE COMPETENCIES
		B10.2.3.3.2 - Apply movement principles and strategies in performing beginning-advanced level martial arts (e.g. taekwondo, karate, boxing, arm wrestling). **EXEMPLARS**: 1. Apply movement concepts, principles and strategies in learning martial art physical activity (Multiple combination of; punches, kicks, blocks etc.) based on individual adaptation and pacing. 2. Plan and practice variety of skills in martial art physical activities with (Multiple combination of; punches, kicks, blocks etc.) for individual adaptation and pacing. 3. Design competitions for pairs with variety (Multiple combination of; punches, kicks, blocks etc.) using adapted rules and equipment for inclusion and motivation. 4. Create and organize inter - group competitions on martial art physical activities to enhance skill mastery for development of confidence, empowerment, collaboration, talent identification.	**Creativity and innovation.** Ability to select the most effective creative tool for working and preparedness to give explanation.

S/N	CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT-SPECIFIC PPRACTICES AND CCORE COMPETENCIES
		B10.2.3.3.3 - Apply movement concepts, principles and strategies in performing intermediate level local wrestling physical activities. **EXEMPLARS**: 1. Apply movement concepts, principles and strategies in learning local wrestling physical activities (Using techniques and tactics in; stance, penetration, lifting, pining and escape – with maximum force / pace) based on individual adaptation and pacing. 2. Plan and practice variety of skills in local wrestling on (Using techniques and tactics in; stance, penetration, lifting, pining and escape – with maximum force / pace) for individual adaptation and pacing. 3. Design competitions for pairs with variety of local wrestling activities (Using techniques and tactics in; stance, penetration, lifting, pining and escape – with maximum force / pace) with adapted rules and equipment for inclusion and motivation. **Create and organize inter - group competitions on local wrestling physical activities to enhance skill mastery for development of confidence, empowerment, collaboration, talent identification.**	**Creativity and innovation.** Ability to look at alternative in creating new things.

Appendix A

UNPACKING THE CORE COMPETENCES OF THE STANDARDS-BASE CURRICULUM

COMMUNICATION AND COLLABORATION

SUBSKILLS (B7- 10)		
Listening	**Presenting**	**Team Work**
Identify words or sentences in context or appropriately	Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group	Demonstrate behaviour and skills of working towards group goals
Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures	Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.	Understand and use interpersonal skills
Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication	Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes	Understand roles during group activities
Identify underlying themes, implications and issues when listening	Anticipate different responses from the audience and plan for them.	Ability to keep group working on relevant activities
Identify and analyse different points of views of speaker	Can vary the level of detail and the language use when presenting to make it appropriate to the audience.	Can see the importance of including all team members in discussions and actively encourage contributions from their peers in their team
		Ability to work with all group members to complete a task successfully
		Effectively perform multiple roles within the group
		Demonstrate an awareness of the wider team dynamics and work against negative conflict in the team

CRITICAL THINKING AND PROBLEM SOLVING

SUBSKILLS (B7- 10)	
Critical Thinking	**Problem Solving**
Ability to combine Information and ideas from several sources to reach a conclusion	Ability to effectively define goals towards solving a problem
Analyse and make distinct judgment about viewpoints expressed in an argument	Ability to explain plans for attaining goals
Create simple logic trees to think through problems	Identify important and appropriate alternatives
Generate hypothesis to help answer complex problems	Ability to identify important and appropriate criteria to evaluate each alternatives
Can effectively evaluate the success of solutions they have used to attempt to solve a complex problem	Ability to select alternative(s) that adequately meet selected criteria
Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation	Preparedness to recognise and explain results after implementation of plans
Provide new insight into controversial situation or task	Implement strategies with accuracy
Identify and prove misconceptions about a generalised concept or fact specific to a task or situation	
Identify and explain a confusion, uncertainty, or a contradiction surrounding an event	
Develop and defend a logical plausible resolution to a confusion, uncertainty or contradiction surrounding an event	

PERSONAL DEVELOMENT AND LEADERSHIP

SUBSKILLS (B7- 10)	
Personal Development	**Leadership**
Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)	Ability to serve group members effectively
Demonstrate sense of feeling or belongingness to a group	Division of task into solvable units and assign group members to task units
Recognise one's emotional state and preparedness to apply emotional intelligence	Ability to manage time effectively
Ability to understand one's personality trait	Ability to manage and resolve conflict
Desire to accept one's true self and overcome weakness	Ability to monitor team members to ascertain progress
Ability to set and maintain personal standards and values	Ability to mentor peers
	Actively promote effective group interaction and the expression of ideas and opinions in a way that is sensitive to the feelings and background of others
	Actively assist group identify changes or modifications necessary in the group activities and work towards carrying out those changes

CULTURAL IDENTITY AND GLOBAL CITIZENSHIP

SUBSKILLS (B7- 10)	
Cultural Identity	**Global Citizenship**
Show a strong sense of belongingness to one's culture	Understanding of influences of globalisation on traditions, languages and cultures
Develop and exhibit ability to defend one's cultural beliefs, practices and norms	Recognise resistance to global practices that are inimical to our culture
Develop and express respect, recognition and appreciation of others' culture	Know the global discourse about the roles of males and females
Develop and exhibit a sense of cultural identity	Exhibit a sense of nationality and global identity
Adjustment to the demands of customs, traditions, values and attitudes of society	

CREATIVTY AND INNOVATION

SUBSKILLS (B7- 10)	
Knowledge, Understanding, Skills and Strategies	**Reflection and Evaluation**
Ability to look at alternatives in creating new things	Exhibit strong memory, intuitive thinking; and respond appropriately
Ability to merge simple/ complex ideas to create novel situation or thing	Ability to reflect on approaches to creative task and evaluate the effectiveness of tools used
Identification of requirements of a given situation and justification of more than one creative tool that will be suitable	Ability to select the most effective creative tools for working and preparedness to give explanations
Ability to visualise alternatives, seeing possibilities, problems and challenges	Imagining and seeing things in a different way
Ability to try alternatives and fresh approaches	Anticipate and overcome difficulties relating initiatives

SUBSKILLS (B7- 10)	
Knowledge, Understanding, Skills and Strategies	**Reflection and Evaluation**
Understand and use analogies and metaphor	Being open-minded, adapting and modifying ideas to achieve creative results
Putting forward constructive comments, ideas, explanations and new ways of doing things	Look and think about things differently and from different perspective
	Recognise and generalise information and experience ; search for trends and patterns
	Interpret and apply learning in new context
	Reflect on work and explore thinking behind thoughts and processes

DIGITAL LITERACY

SUBSKILLS (B7- 10)	
Photo-Visual and Information Literacy	**Socio-Emotional and Reproduction**
Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem	Understand sociological and emotional aspects of work in cyberspace
Ability to recognise and avoid traps in cyberspace	Use digital tools to create novel things
Ability to find and consume digital content	Adhere to behavioural protocols that prevail in cyberspace
Ability to construct knowledge from a non-linear hyper textual navigation	Recognition of societal issues raised by digital technologies
Evaluate the quality and validity of information	Knowledge and recognition of ethical use of information
Preparedness to make better decision with information at hand	

Please note these inclusivity issues:

The core competencies outlined in this document must be assessed with consideration of people with special needs (physical disabilities, learning disabilities etc.). Consider the use of realia for those with visual disabilities and visual learners.

A system of creating alternatives for task must also be adopted.

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PHYSICAL EDUCATION SUBJECT PANEL MEMBERS AND REVIEWERS

SN	NAME	INSTITUTION
WRITING PANEL		
I	Prof. Reginald Ocansey	College of Education, University of Ghana, Legon
2	Mr. Seibu Munkaila	(HPERS Dept), University of Education, Winneba
3.	Mr. Paul Kofi Yesu Dadzie	PRESEC, Legon
4	Mr. Sullivan Ayuuba	G. E. S. Ashaiman