TEACHER'S
RESOURCE PACK

Physical and Health Education **BASIC 7**

NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT OF MINISTRY OF EDUCATION

Writing Panel

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Contents

The Teacher's Resource Pack

This resource pack works with the Common Core Programme (CCP), Physical and Health Education curriculum. It provides directions, illustrations and various supporting instructional materials for planning quality lessons, to actualise the content standards contained in the Physical and Health Education (PHE) curriculum. Be reminded that this resource is not the plan for executing the curriculum. The primary audience is Basic School Physical and Health Education teachers in the CCP.

This resource pack includes references to strands, sub-strands, content standards, learning indicators and list of keywords embedded in the PHE curriculum as shown below.

Also, this teacher resource pack provides suggestions for planning quality learning experiences that relate to the content standards in the PHE curriculum. Simply put, what should learners do (practise) to actualise the content standards in the PHE curriculum? Accountability for teaching and learning are embed in the following opportunities:

- Homework and community engagement
- Self-report
- Self-monitoring of duration estimates in sport and physical activity participation/adherence.
- Project

The table on the next page (page 6) shows how teaching, learning and assessment opportunities are organised in this teacher's resource pack.

STRAND: *B7.2 - Physical Activity Education*
SUB-STRAND: *B7.2.3- Organised Sports and Physical Activity Participation*
CONTENT STANDARD(S) **B7.2.3.1:** Demonstrate the ability to apply movement concepts, principles, and strategies in performing _non–contact sports_ (e.g., ball and racket, athletics, and individual and target sports) to develop creativity, innovation, communication and collaboration.
INDICATOR(S): **B7. 2.3.1.1:** Apply movement concepts, principles, and strategies in performing beginning level _ball and racket sports_ (e.g. tennis, table tennis and badminton) to develop creativity, innovation, communication, and collaboration.
Keywords/vocabulary: Non-contact sports, ball and racket sports, creativity, innovation, individual skill development, beginning level, communication, collaboration, risk-taking

Teaching Progression and Suggested Activities

Suggested activities for learning and assessment.	Resources	Progression
ACTIVITY 1 Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework or community engagement assignment(s) relating to balance and flexibility. Specifically focus on 1. community engagement. 2. adaptation and creative ways to develop balance and flexibility. 3. sharing a key /outstanding piece from the self-journal entry. Set expectations for this lesson including what will be learnt and how learning will occur and assessed.		• Set induction/reflection. • Teaching games for understanding pedagogical delivery. • Use of base position (stance). • Critical thinking and decision-making. • Skill execution. • Distinguish between good and bad sport practices at the beginning level of development.
ACTIVITY 2 Organise learners in small groups. Learners work in pairs to apply/practise beginning tactics and strategies in *ball and racket sports* (e.g., maintaining a rally, playing competitive game, and setting up to attack etc.) **Note 1:** *Teachers are encouraged to employ a "teaching games for understanding pedagogical delivery mode" to* *Help learners to explore various ways of scoring by hitting/ sending a ball into a court/space with beginning accuracy and/ or power that an opponent cannot hit back/return before it bounces once (as in badminton etc.) or twice (as in tennis or racquetball).* **Note 2:** *To prevent scoring, learners must return the ball before it bounces once or twice.* **Note 3:** *For developing the ability to rally at a beginning level, focus lessons on court spaces, etiquette and cooperative game,* **Note 4:** *For ability to play beginning competitive game and setting up to attack, focus lessons on game rules and use of court spaces.* **Note 5:** *Employ sports education pedagogical approach to develop literacy in learners. Truly literate learners understand and appreciate the rules, rituals and traditions that surround sport activities.*	Watch a YouTube video on Badminton for beginners-https://youtu.be/1UIhKZCPMYM Watch a YouTube video on tennis for beginners-https://youtu.be/TuM5Uh4ii3Q	
ACTIVITY 3 Engage learners to reflect on what they have learnt and show how they will use such knowledge in their communities to increase sports and physical activity participation, health, collaboration, communication and decision-making. Ask learners to go online (where there is internet access) to view additional non-contact sporting activities and participate in *ball and racket sports* local clubs where available or applicable. **Also, give learners advance preparation on what they will learn in the next lesson for them to prepare.**		
Homework/community engagement suggestions		

1. Remind learners to record estimate of involvement (duration) in ball and racket sports in and out of school in the self-journal.
 	
    Note 1: *This is necessary to demonstrate ability to adhere to regular participation in sports and physical activity, as well as develop literacy, cooperation, critical thinking and decision-making.*
 	
    Note 1: Homework or community engagement tasks culminate into the yearlong project work that learners will exhibit at the end of each year.		

Project work
Ongoing through the homework and community engagement tasks.
Cross-curriculum links / cross-cutting issues
- To ensure intra-discipline connections refer to developing muscular strength and cardiorespiratory endurance in the physical fitness sub-strand of the physical activity education strand.   - Develop literacy, cooperation, personal responsibility, critical thinking, and decision-making.   - Use IT to search for various skills in ball and racket sports to promote physical fitness and health   - Use equipment adaptations to promote creativity and inclusion   - Encourage Reading, wRiting and cReativity through completion of self-journal
Potential misconceptions / student learning difficulties
Ball and racket sports are perceived to be reserved for the elite.

Sample Lesson Plan

WEEK: One **LESSON**: Three
STRAND(S): **1:** HEALTH EDUCATION **2:** PHYSICAL ACTIVITY EDUCATION
SUB-STRAND(S): **2:** PHYSICAL FITNESS **3:** FIRST AID, INJURY PREVENTION AND MANAGEMEN
CONTENT STANDARD(S) **B7.1.3.1:** Demonstrate understanding of first aid, causes, prevention and management of common injuries in sports and physical activity. **B7.2.2.1:** Demonstrate the ability to participate in a variety of internationally benchmarked physical fitness indicators (e.g., muscular strength and endurance, cardiorespiratory strength and endurance, flexibility, and balance fitness indicators).
INDICATOR(S) B7.1.3.1.1: Describe first aid and evaluate causes of common injuries related to sports and physical activity. B7.2.2.1.1: Participate in internationally benchmarked fitness indicators (e.g., cardiorespiratory strength and endurance, muscular strength and endurance, flexibility, and balance indicators.) for personal fitness development, decision-making and goal setting.
LESSON DESCRIPTION: This lesson explores common injuries associated with sports, physical activity and dance movements. Also, it provides knowledge about the importance of initial assessment of physical fitness indicators and it can be employed to promote personal fitness development, decision-making and goal setting.
PURPOSE OF THE LESSON: To introduce learners to the general aims and objectives of first aid, and to help learners apply first aid for safe performance of physical fitness activities. Also, to introduce learners to monitoring and self-recording of initial assessment of performance on internationally benchmarked physical fitness indicators to facilitate decision-making and goal setting for personal physical fitness development.
PREVIOUS KNOWLEDGE/EXPERIENCE OF LEARNERS: Learners have been introduced to PHE in the Common Core Programme and had addressed misconceptions about physical activity and sports participation. They have also learnt important concepts in physical activity, sports and health.
POSSIBLE BARRIERS TO LEARNING IN THIS LESSON: **1.** Barriers to participation in physical activity. **2.** Generalisation of health-related topics as medical topics and therefore first respondents are doctors.

Keywords:
First aid, muscular strength, and endurance (pull-ups/push-ups/sit-ups), flexibility and balance (walk a line, sit and reach), cardiorespiratory strength and endurance (walking, skipping, various household chores)

LESSON DELIVERY:
1. Face-to-face discussion with learners regarding the relationship between Physical Education and Physical and Health Education.
2. Small group physical activity performance and monitoring.

ASSESSMENT MODE(S) FOR THIS LESSON:
1. Reflection to assess understanding of what was learnt in the lesson
2. Teacher questions based on the lesson
3. Connection of what was learnt to a known situation
4. Application of what was learnt in school or community (learners express how they will apply what they have learnt)

TEACHING & LEARNING ACTIVITIES:

TEACHER ACTIVITIES	LEARNER ACTIVITIES	TIME	RESOURCES
PHASE 1: PREPARATION FOR LEARNING I. RECAP— review of previous lesson and any assigned homework or community engagement. II. Start the lesson by stating what will be learnt, how it will be learnt and what learning will occur. Place learners in their own self-space or personal space to start the lesson.	**PHASE 1: PREPARATION FOR LEARNING** I. Reflect on the previous lesson and provide update on assigned homework and community engagement tasks. II. Listen attentively and write down notes in your self-journal for reflection and refining. III. Specifically, write down what you will learn and learning that will occur. IV. Stay in your own self-space or personal space and listen.	10mins	I. Self-journal
INTENDED CORE COMPETENCIES TO BE ACHIEVED: **Personal Development and Leadership (PL)** **PL5.5: Desire to accept one's true self and overcome weakness.** **PL5.6:** Ability to set and maintain personal standards. **Critical Thinking and Problem Solving. (CP)** **Communication and Collaboration (CC)** **CP5.1**: Ability to combine information and ideas from several sources to reach a conclusion.			
PHASE 2: NEW LEARNING I. Introduce learners to the aims and objectives of first aid and how it applies to performance of sports, physical activity including traditional games, dance movements and rhythmic gymnastics while in self-space.	**PHASE 2: NEW LEARNING** I. Listen attentively and take notes on the aims and objectives of first aid and how it applies to performance of sports, physical activity including traditional games, dance movements and rhythmic gymnastics while in self-space.	5mins	I. Self-journal
INTENDED CORE COMPETENCIES TO BE ACHIEVED: **Critical Thinking and Problem Solving. (CP)** **Communication and Collaboration (CC)** **CP5.1**: Ability to combine information and ideas from several sources to reach a conclusion.			

I. Let learners remain in their self-space while you introduce them to the importance of initial assessment for regular physical fitness engagement and practise various forms of physical activities in preparation for the initial assessment. II. Place emphasis on the importance of initial assessment to determine each individual learner's starting point. Call it baseline and discuss the benefits of baseline (e.g., goal setting, reporting progress, selecting developmentally appropriate intervention etc) to improve personal physical fitness level of each learner.	I. Listen attentively and write down notes in your self-journal for reflection and refining while in own self-space. II. Specifically, write down the importance of initial assessment (e.g., goal setting, reporting progress, selecting developmentally appropriate intervention, etc).	25min	I. Self-journal II. Assessment sheet

INTENDED CORE COMPETENCIES TO BE ACHIEVED
1. Communication and Collaboration (CC)
2. (CC) Ability to work with all group members to complete a task successfully
3. Critical thinking and problem-solving (CP)
4. (CP) Ability to combine information and ideas from several sources to reach a conclusion
5. Reading and wRiting

CROSS-DISCIPLINARY CONNECTIONS
1. Help learners to connect the reading and writing of words related to PHE, sports and physical activity to communication (reading and writing) in their English language subject.

3: Initial Physical Fitness Assessment I. Demonstrate or illustrate to learners how to properly perform the muscular strength and endurance. Also, demonstrate adaptation to ensure differentiated engagement and performance and allow them time to practise. II. Let learners work in pairs to assess their personal beginning level performance in muscular strength and endurance.	**3: Initial Physical Fitness Assessment** I. Observe teacher demonstrations, illustrations, and adaptations very carefully and practise in preparation for your personal beginning level performance assessment in muscular strength and endurance. Work in pairs to assess your personal beginning level performance in muscular strength and endurance.	30mins	I. Self-journal II. Assessment sheet

INTENDED CORE COMPETENCIES TO BE ACHIEVED:
1. Communication and Collaboration (CC)
2. (CC) Ability to work with all group members to complete a task successfully
3. Critical thinking and problem-solving (CP)
4. (CP) Ability to combine information and ideas from several sources to reach a conclusion.
5. Personal Development and Leadership (PL)-
6. (PL) Build a concept of understanding of oneself (strength and weaknesses, goals, and aspirations, reaction and adjustment to novel situations). PL5.5: Desire to accept one's true self and overcome weakness.

PHASE 3: CLOSURE *REFLECTION-CONNECTION-APPLICATION* 1. Teacher allows learners to express what they learnt and match their responses to the purpose of the lesson. 2. Teacher summarises the purpose of the lesson and assesses the summaries of learners *ADVANCE PREPARATION, HOMEWORK & COMMUNITY ENGAGEMENT* 1. The next lesson will focus on _____. 2. Teacher sets expectations for the next lesson. 3. Task learners to use school/community health services to get records of fitness vital signs (e.g., blood pressure, resting pulse, height, and weight).	PHASE 3: CLOSURE *REFLECTION-CONNECTION-APPLICATION* 1. Express your understanding of what you learnt. 2. Write a summary in your self-journal. *ADVANCE PREPARATION, HOMEWORK & COMMUNITY ENGAGEMENT* 1. Write down the focus of the next lesson in your self-journal 2. Listen attentively and write down the expectations for the next lesson 3. Use school/community health services to get records of your fitness vital signs (e.g., blood pressure, resting pulse, height, and weight).	5mins	I. Self-journal II. Assessment sheet
INTENDED CORE COMPETENCIES TO BE ACHIEVED: 1. Communication and Collaboration (CC). 2. (CC) Ability to work with all group members to complete a task successfully. 3. Critical thinking and problem-solving (CP). 4. (CP) Ability to combine information and ideas from several sources to reach a conclusion.			

Rationale for the PHE B7 – B10 curriculum

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 the CCP (B7 – B10) will offer quality education for the different categories of learners. The design of this curriculum is based on the features of the CCP which emphasises 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 or both. The curriculum has been designed to be user friendly because it provides a detailed preamble that covers the rationale, philosophy, aims, expected learning behaviours (i.e. knowledge, skills, attitudes and values), pedagogical approaches, core competencies and the 4Rs, assessment practices and instructional expectations.

Physical and Health Education (PHE), is a new subject label conceptualised to replace the former Physical Education (PE) subject offered in pre-tertiary education in the country. The intent of PHE, compared to PE, is to ensure a quality blend of physical education and health education through both multidisciplinary and interdisciplinary facets. This way, all the health-related, academic-related, and sports-related benefits shall be realised in learners within the statutory 150 minutes allocated for instruction every week.

Physical and Health Education (PHE) provides opportunities for a learner to manage stress, build physical literacy, develop health-related fitness, become conscious of wellness and active living, engage in regular physical activity, achieve personal satisfaction and enjoyment. The knowledge, skills and attitudes acquired through PHE will enable learners refine or improve their performances in other learning areas and to become tertiary and career ready. This way, it will provide an avenue for personal realisation in at least one physical education and health discipline in which they will continue to be actively involved in their adult lives, as well as support in their communities and country.

Physical and Health Education at the basic school level is aimed at developing a functional and an all-round learner. At the CCP level, learners are exposed to a range of comprehensive knowledge, skills, and attitudes to become critical thinkers, creators and innovators, communicators and collaborators and problem solvers with

a good sense of social and cultural identity. Additionally, the PHE in the Common Core Programme is intended to improve the low physical activity among children both in school and outside of school and to reduce the high prevalence of non-communicable diseases. In view of the desperate need to promote sports excellence in the country, the PHE component of the CCP will address the critical issues regarding the foundation for tertiary level study in areas such as sports coaching, sports medicine, sports physiotherapy, athletic training, sports psychology and sports management (just to name a few) to fill the gaps in Ghana's sports industry.

Teaching and learning philosophy

Physical and Health Education guides learners to discover and develop knowledge, skills, attitudes, values, fitness, health and social responsibility through interaction with the environment. The knowledge and experience that learners gain from Physical and Health Education will equip them to become honest, creative, critical thinkers and responsible citizens.

Aims of physical and health education

The Physical and Health Education curriculum is aimed at developing *physical literacy* in individuals to become confident, physically competent, motivated and possess knowledge and understanding that the individual develops in order to maintain physical activity at an appropriate level throughout their life. In the same way that reading, writing, listening and speaking combine to formulate *language literacy* enabling a lifetime of reading and communication, *physical literacy* is a progressive journey in which different components (i.e., physical competence, healthy behaviour, knowledge & understanding, motivation & confidence) interact holistically to facilitate a lifetime of participation and enjoyment in physical activity. A *physically literate child* can move capably and confidently in a range of physically challenging situations (problem-solver), is able to read the physical environment (critical thinker), anticipating possible movement needs (analytic/decision-maker), and is able to respond intelligently and imaginatively (creator/innovator).

Prioritisation of sub-strands

In this Teacher's Resource Pack, the sub-strands in the PHE curriculum have been prioritised in a ranked order of importance as follows; 1) Physical fitness, 2) Traditional activities, 3) Organised

sports, 4) Nutrition and physical activity, 5) Disease prevention and management, and 6) First aid/injury prevention and management. The prioritised list of sub-strands provides a guideline for the selection and sequencing of content for unit planning. How much time or number of periods to allocate for each unit of instruction was determined based on the order of importance of each instructional unit (see table below). The rank order and assignment of percentages and periods (allocated time) were based on the CCP programme philosophy, evidence of impact and national development demands. The rank order is as follows:

Rank	Unit/Sub-strand	% of Emphasis per year for B7	Periods per year for B7
1	Physical Fitness	30%	27
2	Traditional Activities	25%	23
3	Organised Sports	20%	18
4	Nutrition and Physical Activity	10%	9
5	Disease Prevention and Management	8%	7
6	First Aid/Injury Prevention and Management	7%	6

Allocated time for instruction

A total of three periods a week, each period consisting of 50 minutes, is allocated to the teaching of PHE at the CCP level (B7-B10). This translates into a statutory duration of 150 minutes every week. It is suggested that PHE teachers plan to use the following guidelines to maximise academic learning time, active learning time and subsequent gains in achievement.

1. 10 weeks per term or (30weeks per year) for instruction considering lost time due to various circumstances beyond the control of the school
2. 40 minutes for actual teaching/lesson facilitation to allow teachers to build meaningful transitions and be able to manage transition and other managerial episodes effectively.

Distribution of periods by indicators for sub-strands

In this Teacher's Resource Pack, the sub-strands or units were assigned periods based on scope/amount of content to be learnt. The distribution of periods by indicators for sub-strands or units in B7are as

follows:

Rank	Unit/Sub-strand	T1	T2	T3	% of Emphasis per year for B7	Periods per year for B7
1)	Physical Fitness				30%	27
	Pre-test	1	1	1		
	Post-test	1	1	1		
	Cardiorespiratory fitness	3	4	4		
	Muscular strength/endurance	3	3	3		
	Balance and flexibility					
2)	Traditional Activities				25%	23
	Games	3	3	3		
	Dance	3	3	3		
	Gymnastics	3	3	3		
3)	Organised Sports and PA				20%	18
	Non-contact	3	3	3		
	Limited contact	3	3	3		
	Full contact	3	3	3		
4)	Nutrition and Physical Activity				10%	9
	Food nutrients	1	1	1		
5)	Disease Prevention and Management				8%	7
	Common diseases	1	0	0		
6)	First Aid/Injury Prevention and Management				7%	6
	Concepts and principles	2	2	2		

It is highly recommended that schools MUST endeavour to spread the frequency of offering across the statutory 3 days in the week. NO DOUBLING OF PERIODS. This way, teachers can plan quality lessons to develop physical literacy, health, and wellness in learners within an inclusive and safe environment. Fundamentally, maintaining the 3-day frequency of PHE offering in the CCP is the most meaningful way to develop adherence to regular participation in sports, physical activity and wellness as recommended by the Ghana Health Service, National Sport Authority and other continental, international organisations and policy drivers/actors.

In general, global agencies and organisations support regular participation of children and youth in physical activities for at least 3 days a week and for at least 60 minutes per session (per period/day)

and at a moderate to vigorous intensity level. We are not close to the global expectations yet, so let us maximise the 50 minutes for 3 days a week statutory allocation to build active, healthy children and youth.

Teacher expectations

This resource pack sets high expectations for teachers to facilitate the development of core and transferable skills and competences to achieving physical literacy, health and wellness.

In view of the national priority to reduce sedentary lifestyle and to increase levels of physical activity, in this resource pack, teachers are encouraged to employ positive practice and evidence-based pedagogical and intervention approaches that create safe learning environments in schools to promote adherence to an active lifestyle.

What is primarily unique about the PHE curriculum in the CCP, is the pre-test and post-test strategies at the beginning and end of term. This is a cutting-edge pedagogy which will produce vital data for surveillance and monitoring of physical activity levels of children and youth in schools and communities. They are also instructional tools that can demonstrate the power of assessment as teaching. The learning opportunities sequenced across the 6 priority areas intervene to produce the evidence of impact.

It is interesting to observe that the traditional activities unit was prioritised 2nd in order of importance to promote the development of cultural identity, good citizenship, leadership and fitness and to address issues regarding gender equality and social inclusion.

Organisation of the curriculum content

The content is organised into two (2) strands and six (6) sub-strands:

1. **Health Education Strand**
   a. Nutrition and physical activity sub-strand
   b. Disease prevention and management sub-strand
   c. First aid and injury management sub-strand

2. **Physical Activity Education Strand**
   a. Traditional rhythmic gymnastics, games, and dance sub-strand
   b. Physical fitness and health sub-strand
   c. Organised sports and physical activity participation sub-strand

Strand: B7.1- Health Education

Sub-strand: B7.1.1- Nutrition & Physical Activity

CONTENT STANDARD
B7.1.1.1: Demonstrate understanding of various food nutrients required for sports and physical activity.

Indicator(s)
B7.1.1.1.1: Discuss food nutrients that influence sports and physical activity participation.

Keywords/vocabulary

Food nutrients, repair and maintenance, energy value.

Suggested activities for learning and assessment.	Resources	Progression
ACTIVITY 1 Start the lesson by engaging learners with some mental activity in relation to the lesson, to link their previous knowledge with the new content. For example, food encyclopaedia game. (Divide learners into two groups lined up in files. Choose a class of food – either fruit or carbohydrate foods. Each member in each group mentions one type of the food class alternatively in quick succession. The group that delays in mentioning will have points deducted). **Activity 2** In small groups, help learners to understand what food is and then let them engage in research on food nutrients, using available technological and learning resources. For example • Energy supplying foods • Carbohydrate- e.g. cassava, yam, etc. • Body building foods • Protein- e.g. meat, fish, etc. • Repair and maintenance foods • Vitamins- e.g. banana, palm oil, etc. **Activity 3** In small groups, research and discuss functions of food nutrients in performing physical activity (e.g. provide energy, high performance of physical activity, prevent injuries, for easy recovery, etc.). Each group should prepare a brief report and present it to the class. **Activity 4** Engage learners to reflect on what they have learnt and show how they will use such knowledge in sports and physical activity participation. Ask learners to go online (where there is internet access) to read more about food, food nutrients and local sources of food nutrients. **Also, give them information on what they will learn in the next lesson to prepare.**	**Worksheet 1:** Food nutrients, sources, and functions Food and Culture- https://youtu.be/Fbs5KUz_pe0 Food and nutrition- https://youtu.be/MOw3x4oJSzg • Types of food on Word cards • Food chart • Electronic or print images on food classes • Sample foods Nutrition and high performance- https://youtu.be/_L_vq5JYQlE	• Set induction- • Analysis of food nutrients using ICT and other resources. • Analysis of functions of food nutrients in sports and physical activity performance. • Presentation of group work. • Reflection on and assessment of knowledge and skills gained.

Homework or community engagement tasks

1. Use worksheet 1 to provide additional sources for each food nutrient.

    Please note that the homework or community engagement tasks culminate into the yearlong project work that learners will exhibit at the end of each year.

Project Work

Ongoing through the homework and community engagement tasks

Cross-curriculum links/cross-cutting issues

1. Refer to *the proportion of food nutrients* required by various categories of people in the Career and Technology Curriculum.
2. Refer to the *effects of inadequate intake of the various food nutrients* in the Science Curriculum.

Potential misconceptions / student learning difficulties
1. Knowledge on food groups and food nutrients is the preserve of women.
2. The purpose for food intake is to satisfy the stomach.
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Strand- B7.1 - Health Education
Sub-strand: B7.1.2- Disease Prevention and Management
CONTENT STANDARD B7.1.2.1: Demonstrate understanding of common diseases associated with sedentary behaviours and physical inactivity.
Indicator(s) B7.1.2.1.1: Research common diseases associated with sedentary behaviours and physical inactivity.
Keywords/vocabulary
Sedentary behaviour, physical inactivity, heart related diseases, cancer.
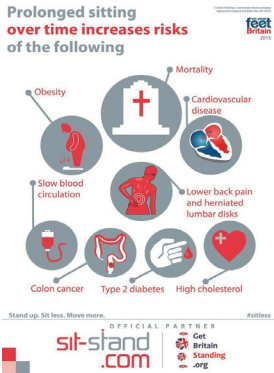
Suggested activities for learning and assessment.	Resources	Progression
Activity 1 Allow learners to reflect on the previous lesson and share additional learning acquired through assigned homework and/or community engagement tasks. State learner expectations for this lesson. Indicate what the lesson will address and how learning will occur.		• Set induction. • Discuss differences between sedentary behaviours and physical inactivity. • Analysis of diseases associated with sedentary behaviours and physical inactivity. • Presentation of group work. • Reflection and assessment of knowledge and skills gained.
Activity 2 Lead learners to discuss the relationship between sedentary behaviours and physical inactivity. *Sedentary Behaviours*	Difference between Physical Inactivity & Sedentary Behaviour	

Activity 3 Put learners into small groups to discuss common diseases associated with sedentary behaviours and physical inactivity and present their group report to the whole class. Learners may select from the following examples: Prostate cancer, breast cancer, lung cancer etc. Type I and Type II diabetes Hypertension (blood pressure) Stroke, etc.	 Common Diseases	
Activity 4 Engage learners to reflect on what they have learnt and show how they will use such knowledge to increase physical activity participation and reduce sedentary behaviours and physical inactivity. Ask learners to go online (where there is internet access) to read more about sedentary behaviours that can reduce physical inactivity Also, give learners information/preview to what they will learn in the next lesson to prepare in advance.		

Homework / community engagement suggestions

Ask learners to discuss common diseases associated with sedentary behaviour and physical inactivity with family and friends at home and in the community.
Ask learners to write a brief report about their discussion with family and friends in the community in their self-journals.
NOTE: Homework or community engagement tasks culminate into the year-long project work that learners will exhibit at the end of each year. Self-journal entries should be half-page only (see appendix 1).

Project Work

Not available/non applicable

Cross-curriculum links/cross-cutting issues

Use IT as a tool for research to extend knowledge.
Self-journal entry promotes development of **R**eading and w**R**iting.

Potential misconceptions/student learning difficulties

Sedentary behaviour and inactivity cause obesity.
Fat men and women are obese and inactive.

Strand- B7.1 - Health Education

Sub-strand: B7.1.3 - First Aid, Injury Prevention and Management

Content standard:
B7.1.3.1: Demonstrate understanding of first aid, causes, prevention and management of common injuries in sports and physical activity.

Indicator(s):
B7.1.3.1.1: Describe first aid and evaluate causes of common injuries related to sports and physical activity.
B7.1.3.1.2: Demonstrate understanding of preventive management measures for common injuries associated with sports and physical activity.

Keywords/vocabulary:
First aid, injuries, management, "first aid kit", bruises, sprain, strain, dislocation, unconsciousness

Suggested activities for learning and assessment.	Resources	Progression
Activity 1 Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework or community engagement assignment(s). Specifically focus on the self-journal entry of the discussion of common diseases associated with sedentary behaviour and physical inactivity with family and friends at home and in the community. *NOTE: The self-journal entry should not be more than half-page (see appendix 1)* State learner expectations for this lesson. Indicate what the lesson will address and how learning will occur.	 *-First Aid kit*	• Set induction-recap of previous lesson • Discuss scope of first aid. • Small group discussion and presentation • Reflection and assessment of knowledge and skills gained.
Activity 2 1. Create small groups for learners. Task learners to discuss and assess the scope of first aid as applied to sports and physical activity. 2. Let learners, in their groups, identify and discuss common injuries related to sports and physical activity, e.g. cuts, dislocation and fracture, etc. 3. In their groups, let learners classify various injuries as either minor or major. **Cut**　　　　　**Dislocation**　　　　　**Fracture** **Activity 3** Analyse the *causes of the common injuries* associated with physical activity. E.g. lack of adequate warm-up, inappropriate footwear and equipment, etc.		
Activity 4 Learners remain in their groups while teacher simulates or shows a *simulation of international procedures* of managing physical activity and sports related injuries such as wounds, fractures, bleeding, etc *NOTE: Locate appropriate simulation clip/video to help learners acquire the necessary skill.*		
Activity 5 Working in groups, learners research and create a guide for preventing common injuries in sports and physical activity settings. Groups present their guidelines orally. *NOTE: Direct learners to use role play to simulate how a given injury scenario is managed (e.g., fracture, cut, bleeding.*		
Activity 6 Engage learners to reflect on what they have learnt and show how they will use such knowledge in sports and physical activity settings. Ask learners to go online (where there is internet access) to read more about first aid, injury prevention and management. Also, give them information on what they will learn in the next lesson to prepare in advance. (i.e., traditional games, dances and rhythmic gymnastics).		
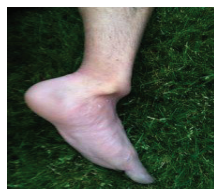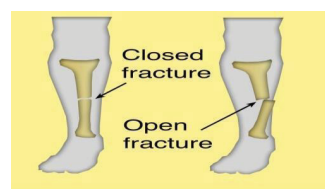
Homework /community engagement suggestions
Join a keepfit club/group in your community and share your experience in managing injuries as and when an occasion arises. Prepare first aid kit using local content / materials (e.g. bandages from clean clothes that can be used to apply pressure to a cut, etc.). *Please note that the homework or community engagement tasks culminate into the yearlong project work that learners will exhibit at the end of each year.*
Project work
Ongoing through the homework and community engagement tasks
Cross-curriculum links/cross-cutting issues
Use IT as a tool for research to extend knowledge. Journal entry of community engagement promotes development of *Reading and wRiting, cReativity.*
Potential misconceptions/student learning difficulties
First aiders are also medical doctors/health workers.

Strand: B7.2- Physical Activity Education

Sub-strand: B7.2.1- Traditional Rhythmic Gymnastics, Games & Dance

CONTENT STANDARD
B7.2.1.1: Demonstrate understanding of the varieties of traditional games and adaptations for inclusivity and cultural identity (e.g. conceptual and cooperative games, etc.)

Indicator(s)
B7.2.1.1.1: Identify and demonstrate the various conceptual and cooperative traditional games (e.g., otoosa or ampe, kokrokoo, mitu mituo, ozimzim, etc.) for critical thinking, decision-making, inclusivity, and cultural identity.

Keywords/vocabulary

Traditional games, traditional dance movements, rhythmic gymnastics, cooperation

Suggested activities for learning and assessment.	Resources	Progression
Activity 1 Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework or community engagement assignment(s). Specifically focus on 1. Community experience in managing injuries as and when an occasion arose. 2. Adaptation and creative ways to develop first aid kit and items using local content (e.g. bandages from clean clothes that can be used to apply pressure to a cut, etc.). 3. Sharing a key/outstanding piece from the self-journal entry. State learner expectations for this lesson. Indicate what the lesson will address and how learning will occur.	Select equipment/ resources as appropriate for the context	• Set induction-recap of previous lesson. • Small group research on traditional games that foster critical thinking and decision-making. • Small group presentations. • Critique of peer group presentations. • Reflection and assessment of knowledge and skills gained.
Activity 2 Place learners into small groups to discuss what they found through available resources and various traditional games in your locality. Specifically, those that foster cooperation, critical thinking and decision-making (e.g. mitu mituo, otoosa/ampe, etc.). Describe how each traditional game is organised to promote cooperation, creativity, critical thinking and decision-making.		
Activity 3 Teacher demonstrates/directs learners to perform selected conceptual and cooperative traditional games between groups (or inter-group) using various adaptations (e.g., by gender, space, rules, etc.) to promote critical thinking, gender sensitivity, decision-making and creativity. *Examples of videos from YouTube to preview where applicable:* Children playing Ampe. Akwamufie Presbyterian school- *https://youtu.be/MAM2I3c4BVY*		

Activity 4 Engage learners to reflect on what they have learnt and show how they will use such knowledge in their communities to increase physical activity participation, critical thinking, and decision-making. Ask learners to go online (where there is internet access) to view additional cooperative games or to interact with elder community members to learn more about the games. Also, give learners information on what they will learn in the next lesson to prepare in advance. NB: Use popular games from the locality to spur enthusiasm, cultural sensitivity, joy, and fun.		

Homework/community engagement suggestions

1. Interact with community members to know more about local cooperative games, their origins and significance.
2. Go online (where there is internet access) to view additional cooperative games or to interact with elder community members to learn more about the games
3. Think through each game carefully and identify one or two connections you can make about the other subjects you study (e.g., counting in ampe is, in a way, connected to addition in mathematics).
4. Complete a half-page self-journal entry of the interaction with elders of the community

   Please note that the homework or community engagement tasks culminate into the yearlong project work that learners will exhibit at the end of each year.

Project work

Ongoing through the homework and community engagement tasks

Cross-curriculum links/cross-cutting issues

- Use IT as a tool for research to extend knowledge
- Self-journal (see appendix 1) entry of interaction with older members of the community promotes development of *Reading, wRiting and synthesis of oral cultural tradition.*
- Watch the YouTube video showing how to teach math and science using sports, dance and music: https://youtu.be/G9ZAMUqiGOo *(to extend teachers ability to help learners to integrate interdisciplinary)*

Potential misconceptions / student learning difficulties

- Local games are "inferior" compared to Eurocentric games such as basketball, cricket etc.
- Not part of popular culture
- Traditional games are only for those residing in the villages
- The ease of adaptation of resources and equipment for learning.

Strand: B7.2 Physical Activity Education

Sub-strand: B7.2.1- Traditional Rhythmic Gymnastics, Games & Dance

CONTENT STANDARD
B7.2.1.2: *Demonstrate understanding of the varieties of <u>traditional dances</u> and adaptations for inclusivity and cultural identity (e.g., individual and group dances, etc).*

Indicator(s)
B7.2.1.2.1: *Explore and perform a variety of individual and group <u>traditional dance movements</u> and adaptation for the recognition and appreciation of culture (e.g., adowa, kpo dada, dugu, takai, apatampa, etc.).*

Keywords/vocabulary

traditional dance movements, rhythmic movement skills, balance, coordination, communication,

Suggested activities for learning and assessment.	Resources	Progression
Activities 1 Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework or community engagement assignment(s). Specifically focus on. 1. Interaction with elder community members to know more about local cooperation games. 2. Interdisciplinary connections. 3. Sharing a key/outstanding piece from the self-journal entry. In small groups, research through available resources and list various traditional dance movements in your locality. Specifically, those that foster communication of social, personal, cultural, or abstract theme from gestures and demonstrate how elements of creative arts (i.e., singing, drumming, dancing) connect with their personal interests, experiences, ideas, knowledge and language arts skills in L1 medium. Watch any video on *adowa, kpo dada, dugu, takai* and discuss with learners how music and dance/physical activity foster the communications described earlier. **Adowa** dancing at the Manhyia palace Kumasi: *https://youtu.be/zIrrwPTxb60* **Takai** - (Northern Region)- Jason Aryeh Research Programme (Ghanaian Traditional Dance) Damba https://youtu.be/jUElRlrxgHI	Select equipment/resources as appropriate for the context	• Set induction-recap of previous lesson • Small group research on traditional dance movements that foster communication etc. • Small group presentations. • Reflection and assessment of knowledge and skills gained.
Activity 2 Perform selected *individual and group traditional dance movements* between groups (or inter-groups) using various adaptations (e.g., by gender, space, etc.) to promote creativity, communication, personal interests, experiences, ideas, knowledge, and language arts skills in L1 medium. Examples of Individual group dance movement (use student research to augment the examples) **Adowa** dancing at the Manhyia palace Kumasi: *https://youtu.be/zIrrwPTxb60* **Takai** - (Northern Region)- Jason Aryeh Research Programme (Ghanaian Traditional Dance) Damba https://youtu.be/jUElRlrxgHI		
Activity 3 Engage learners to reflect on what they have learnt and show how they will use such knowledge in their communities to enhance communication in L1 medium as they increase participation in activity. Ask learners to go online (where there is internet access) to view additional individual and group dance movements and to interact with older community members to learn more about the dance movements, gestures, the creative arts (singing, drumming etc.) elements and messages they (dance movements) transmit. Also, give learners information/preview on what they will learn in the next lesson to prepare in advance. NB: Use popular individual dance and group dance movements from the locality to spur enthusiasm, cultural sensitivity, joy and fun.		

Homework /community engagement suggestions

1. Interact with older community members to know more about the dance movements, gestures, the creative arts (singing, drumming etc.) elements and how they communicate or act as a repository for cultural preservation etc. and keep record of the result in your self-journals.

   Please note that the homework or community engagement tasks culminate into the yearlong project work that learners will exhibit at the end of each year.

Project work

Ongoing through the homework and community engagement tasks

Cross-curriculum links/cross-cutting issues
• Use IT as a tool for research to extend knowledge. • Self-journal entry of interaction with older members of the community promotes development of Reading, *wRiting and synthesis of oral cultural tradition.* Refer to Visual Arts and Design CS B7.2.1.3 for cross-referencing.

Potential misconceptions/student learning difficulties
• Not part of popular culture. • Traditional dances are not important to study in physical education.

Strand: B7.2- Physical Activity Education
Sub-strand: B7.2.1- Traditional Rhythmic Gymnastics, Games & Dance
CONTENT STANDARD **B7.2.1.3:** Demonstrate understanding and apply skills and movement techniques in global and *traditional rhythmic gymnastics* and adaptations for global awareness and cultural sensitivity.
Indicator(s) **B7.2.1.3.1:** Explore and perform a variety of global and *traditional rhythmic gymnastics* (e.g., synchronised adowa, agbadza, and any local dances from other regions) and adaptation for creativity, communication, and cultural identity.
Keywords/vocabulary
traditional and international rhythmic gymnastics, coordination, balance

Suggested activities for learning and assessment.	Resources	Progression
Activity 1 Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework or community engagement task(s). Allow learners to share a key /outstanding piece from the self-journal entry. Set expectations for this lesson including what will be learnt and how learning will occur and be assessed. In small groups, learners research through available resources and list various traditional and global rhythmic dance movements in your locality and from internet sources. Specifically, those that fo*ster group rhythmic movements, choreography, coordinated gestures etc.* Discuss with learners how group dance and music foster creative arts and drama as well as coordination, cooperation and teamwork. Below are starter group dance movements that can be used to augment the selections by learners. Adowa dancing at the Manhyia palace Kumasi: https://youtu.be/zIrrwPTxb60 Takai - (Northern Region)- Jason Aryeh Research Programme (Ghanaian Traditional Dance) Damba https://youtu.be/jUElRlrxgHI **Effort should be made to add dances from regions across the country and mention them by name**.	Select music genre, equipment/ resources as appropriate for the context	- Set induction- recap of previous lesson. - Group research -Group practical performances to demonstrate creativity, integration of traditional music and dance movements - Reflection and assessment of knowledge and skills gained.

Activity 2
Guide learners to perform the combination of local and global dance movements in small groups, and between groups (or inter-group) using various adaptations (e.g., by gender, space, rules, etc.) to promote collaboration, teamwork, aesthetics, creativity and coordination.

Rhythmic dance and gymnastics movements

Activity 3
Engage learners to reflect on what they have learnt and show how they will use such knowledge in school and community.
Ask learners to go online (where there is internet access) to view additional group rhythmic activities. Also, give them information on what they will learn in the next lesson to prepare in advance.

Homework /community engagement suggestions

1. Encourage learners to make it a regular habit to participate in rhythmic dance movements with friends and family in the community.
2. Record duration estimates of participation in the self-journal.

    Note 1: This is necessary to demonstrate ability to regularly participate in physical activity as well as value traditional cultures through rhythmic dance movements.

Note 2: Homework or community engagement tasks culminate into the yearlong project work that learners will exhibit at the end of each year.

Project work

Ongoing through the homework and community engagement tasks.

Cross-curriculum links/cross-cutting issues

- Curriculum integration- theatre art, martial art, traditional dances, and international rhythmic gymnastics. Refer to Visual Arts and Design CS B7.2.1.3 for cross-referencing.
- Use IT as a tool for research.

Potential misconceptions/student learning difficulties

- Traditional and international rhythmic gymnastics are associated with spiritualism.
- The ease of adaptation of resources and equipment for learning.

Strand: B7.2 - Physical Activity Education
Sub-strand: B7.2.2- Physical Fitness
CONTENT STANDARD **B7.2.2.1:** Demonstrate the ability to participate in a variety of internationally benchmarked physical fitness indicators (e.g., muscular strength and endurance, cardiorespiratory strength and endurance, flexibility, and balance fitness indicators).
Indicator(s) **B7.2.2.1.1:** Participate in internationally benchmarked fitness indicators (e.g., cardiorespiratory strength and endurance, muscular strength and endurance, flexibility, and balance indicators.) for personal fitness development, decision-making and goal setting.
Keywords/vocabulary:
Cardiorespiratory strength and endurance, muscular strength, and endurance, flexibility, and balance (*add as appropriate for learning context/environment*).

Suggested activities for learning and assessment.	Resources	Progression
Activity 1 Start the lesson with a recap of the previous lesson. Lead learners to reflect on what they learnt from the previous lesson and the homework or community engagement task(s). Allow learners to also share a key /outstanding piece from the self-journal entry. Set expectations for this lesson including what will be learnt and how learning will occur and be assessed.		• Set induction. • Reflection and research. • Review of keywords. • Small group practical physical activity participation. • Discussion of procedures for entry level assessment. • Assessment and recording.
Activity 2 1. Put learners in small groups to explore various activities they can do to develop cardiorespiratory strength and endurance, muscular strength and endurance and flexibility/balance. 2. Direct learners to identify the everyday tasks, home/community chores, games and dance movements that use muscles, bones, joints to elevate heartbeat. Also, those that place some pressure/force/weight on muscle and bones. Additionally, those activities that help with body management (balance or flexibility).	Appendix 5/6	
Activity 3 1. Allow learners, in small groups, to practise the variety of activities they have researched including home/community chores, games and dance movements that use muscles, bones, joints to elevate heartbeat. Also, those that place some pressure/force/weight on muscle and bones. Additionally, those activities that help with body management (balance or flexibility.	Appendix 1 Self-journal	
Activity 4 1. Let learners practise the physical fitness indicators and vital signs in appendix 4, in their small groups. 2. Help learners to reflect on the observation and recording procedures to use in the initial health-related physical fitness assessment. The purpose is to establish each learner's personal entry level of fitness. 3. Let learners self-assess or work in pairs to observe and record the physical fitness indicators and vital signs in appendix 4.	Appendix 4 physical fitness indicators and vital signs score card	

Activity 5	Appendix 1	
1. Engage learners to reflect on what they have learnt and show how they will use such to set goals to extend performance of in health-related physical fitness activities in the home and community settings. *Note: Extending learning means increasing the settings for regular performance as well as accruing estimates of duration of engagement in various health-enhancing physical fitness activities.* Ask learners to go online (where there is internet access) to read more about entry-level assessment for physical fitness. Also, inform them about what they will learn in the next lesson for them to prepare.	Self-journal	

Homework/community engagement suggestions

- Ask learners to visit a local clinic, drug store or neighbour (whichever one applies) to obtain a record of height, weight, blood pressure, resting pulse in their self-journals.
- Encourage learners to make it a regular habit to participate in health-enhancing physical fitness activities with friends and family in the community and at home.
- Record duration estimates of participation in the self-journal (see appendix 1).

Note 1: This is necessary to demonstrate ability to regularly participate in physical activity as well as value physical literacy.
Note 2: *Homework or community engagement tasks culminate into the yearlong project work that learners will exhibit at the end of each year.*

Project work

Ongoing through the homework and community engagement tasks.

Cross-curriculum links/cross-cutting issues

- Collaboratively work with school health nurse to obtain physical activity-related vital signs
- Encourage Reading, wRiting and cReativity through observation and recording of personal performances.

Potential misconceptions / student learning difficulties

- Exercise is for those who play sports and those that are not academic.
- How to set meaningful goals for performance improvement.

Strand: B7.2 - Physical Activity Education

Sub-strand: B7.2.2- Physical Fitness

CONTENT STANDARD
B7.2.2.2: Demonstrate the ability to participate in a variety of traditional and global cardiorespiratory activities.

Indicator(s)
B7.2.2.2.1: Perform a variety of traditional and global activities for personal fitness development/ improvement, cardiorespiratory fitness, decision-making and goal setting.

Keywords / vocabulary:

Skipping, brisk walking, jogging, running, cycling, aerobic dance,

Suggested activities for learning and assessment.	Resources	Progression
Activity 1 Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework or community engagement task(s). Specifically focus on: 1. Key health-related physical fitness concepts. 2. How to perform a variety of physical fitness activities. 3. Allow learners to share a key /outstanding piece from the self-journal entry. Set expectations for this lesson including what will be learnt and how learning will occur and be assessed. Set learners in self-space to practise detection of heartbeat, observe and count the frequency of heartbeat per minute (60 seconds). Pair learners to extend practising the detection of heartbeat, observe and count the frequency of heartbeat per minute (60 seconds) of their partners. *Reading Pulse* *Note 1: To ensure safety in performing sports and physical activity, begin this lesson with a 15-second observation practice of heartbeat and multiply the frequency count by 4 (equals 60 seconds). Then, progress to a 30-second observation practice of heartbeat, then multiply the frequency count by 2 (equals 60 seconds).* *Note 2: Observation of heartbeat will provide meaningful estimates of how hard a learner engages in physical activity within "own" target heart rate Zone (THRZ)*	See Appendix 5	• Set induction-recap of previous lesson. • Group research on traditional games that foster critical thinking and decision-making. • Group practical performances to demonstrate creativity, integration of traditional music and dance movements. • Practical activity. • Reflection and assessment of knowledge and skills gained.

Activity 2

Put learners in small groups to further research intra-disciplinary activities that can promote development of cardiorespiratory strength and endurance.

Aerobic dance   *Skipping*

Note 1: Remind learners to consider those activities that require "hard" effort and elevate the heartbeat above normal (e.g., ampe, skipping riding a bike, swimming etc.)

Note 2: Let learners monitor heartbeat at the beginning of physical performance and intermittently throughout the practice of cardiorespiratory activities during class.

Note 3: Refer to the sub-strands in the physical activity education strand (i.e., traditional games, traditional rhythmic gymnastics and dance movements and organised sports and physical activity participation)

skipping, jumping jacks & joggling

Activity 3

Engage learners to reflect on what they have learnt and show how they will use such knowledge in their communities to foster awareness of the importance of heartbeat and performing cardiorespiratory activities.

Ask learners to go online (where there is internet access) to view other ways of reading pulse rate and get additional cardiorespiratory activities.

Also, give them information on what they will learn in the next lesson to prepare.

Homework/community engagement suggestions

1. Remind learners to visit a local clinic, drug store or neighbour (which ever one applies) to obtain record of height, weight, blood pressure and resting pulse in their self-journals (see appendix 1)

2. Encourage learners to make it a regular habit to participate in cardiorespiratory physical activities with friends and family in the community and at home.

3. Record duration estimates of participation in the self-journal (see appendix 1)

   Note 1: This is necessary to demonstrate ability to regularly participate in physical activity as well value traditional cultures through rhythmic dance movements.

   Note 2: Homework or community engagement tasks culminate into the yearlong project work that learners will exhibit at the end of each year.

Project work

Ongoing through the homework and community engagement tasks.

Cross-curriculum links/cross-cutting issues
• Collaboratively work with school health nurse to continue practice of reading pulse and other physical activity-related vital signs. • Encourage Reading, wRiting and cReativity through completion of worksheets and self-journal. • Encourage female participation in physical fitness activities. • Collaborate with creative art music and dance to develop aerobic dance movements for cardiorespiratory endurance.
Potential misconceptions/Learner difficulties
• Cardiorespiratory and endurance and strength training is something for sportsmen and sportswomen. • Some learners may be challenged in various ways and will need adaptations to accommodate their unique challenges.

STRAND: B7.2 - Physical Activity Education
SUB-STRAND: *B7.2.2*- Physical Fitness
CONTENT STANDARD(S) **B7.2.2.3:** Demonstrate the ability to participate in a variety of <u>muscular strength and endurance</u> activities.
INDICATOR(S): **B7.2.2.3.1:** Perform a variety of muscular strength and endurance activities for personal fitness development/improvement<u>, muscular fitness</u>, decision-making and goal setting.
Keywords/vocabulary: Push-ups, sit-ups, step-ups, weightlifting muscular strength and endurance (add as appropriate for learning context/environment)

Suggested activities for learning and assessment.	Equipment/Resources	Progression

ACTIVITY 1 Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework or community engagement assignment(s) relating to cardiorespiratory strength and endurance. Specifically focus on: 1. Community engagement. 2. Adaptation and creative ways to develop cardiorespiratory strength and endurance. 3. **Sharing a key /outstanding piece from the self-journal entry**. Set expectations for this lesson including what will be learnt and how learning will occur and assessed.		-Set induction. -Review of keywords. -Reflection.
ACTIVITY 2 Learners explore in small groups a variety of muscular strength and endurance activities. They perform a variety of activities including push-ups, pull-ups, leg press, pulling fishing rope at the seashore, cutting wood from the forest, lifting buckets and all the daily chores that challenge muscles (i.e. bring weight to bear on muscles). *Note 1: Encourage learners to reflect on those activities they do at home that bring pressure to bear on their muscles and bones.* *Arm Wrestling*	Watch YouTube video on traditional arm-wrestling activity in Ghana https://youtu.be/4e0dEutRKsg *Pulling fishing rope at the shore*	
ACTIVITY 3 Engage learners to reflect on what they have learnt and show how they will use such knowledge in their communities to increase physical activity participation, fitness and decision-making. Ask learners to go online (where there is internet access) to view additional weight-bearing activities and participate in a local keepfit club activity. **Also, give learners information/preview on what they will learn in the next lesson to prepare in advance.**		

Homework/community engagement suggestions
 	
1. Remind learners to visit a local clinic, school nurse, drug store or neighbour (which ever one applies) to obtain record of height, weight, blood pressure and resting pulse in as requested in appendix 1 and 2
2. Record estimate of duration of physical activity performance (in general) in your self-journal in an effort to increase involvement in physical activity (e.g., variety of activities such as push-ups, pull-ups, leg press, pulling fishing rope at the seashore, cutting wood from the forest, lifting buckets and all the daily chores that challenge muscles). Generally, things the learner will do to exert or bring weight to bear on muscles and bones.
 	
    Note 1: *This is necessary to demonstrate ability to regularly participate in physical activity as well as value traditional cultures through rhythmic dance movements.*
 	
    Note 2: *Homework or community engagement tasks culminate into the yearlong project work that learners will exhibit at the end of each year.*		

Project work
Ongoing through the homework and community engagement tasks

Cross-curriculum links/cross-cutting issues
• Refer to the *traditional dance sub-strand* and the *organised sports and physical participation sub-strand* for dance movements and local wrestling movements that bring weight to bare on muscles and bones. (Note: this will ensure intra-curricular linkages). • Use IT to search for various exercises to promote physical fitness and health. • Use equipment adaptations to promote creativity. • Encourage Reading, wRiting and cReativity through completion of self-journal.

Potential misconceptions/student learning difficulties
• Strength and endurance activities are for sports persons and for the less talented in academics. • Strength and endurance activities are not for females as it is believed to impede fertility and childbirth. • The belief that sports make girls look masculine and unattractive.

STRAND: B7.2 - Physical Activity Education
SUB-STRAND: B7.2.2 - Physical Fitness
CONTENT STANDARD(S) B7.2.2.4: Demonstrate the ability to participate in a variety of <u>flexibility and balance</u> activities.
INDICATOR(S) B7.2.2.4.1: Perform a variety of <u>flexibility and balance</u> activities for personal fitness and health development/improvement, decision-making and goal setting.
Keywords/vocabulary Sit-and-reach, side bend stretch, butterfly stretch, lunging stretch, triceps stretch

Suggested activities for learning and assessment.	Resources	Progression
ACTIVITY 1 Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework or community engagement assignment(s) relating to muscular strength and endurance. Specifically focus on. 1. Community engagement. 2. Adaptation and creative ways to develop muscular strength and endurance. 3. Sharing a key/outstanding piece from the self-journal entry. Set expectations for this lesson including what will be learnt and how learning will occur and be assessed.	 *Touch your toes in long sitting position* *Sit-and-reach alternate legs without a box*	• Set induction. • Review of keywords. • Reflection.

ACTIVITY 2	
Learners explore in small groups a variety of balance and flexibility activities. They perform a variety of activities such as sit and reach on the floor (with/without a box), carrying a book on top of the head while going to school, all other carrying activities that keep the body in a good balance, reaching high to pick an object as in house chores, various stretching activities at home and school, etc. (Ensure free movement of joints, relax muscles as well as good body balance). *Note 1: Encourage learners to reflect on those activities they do at home that promote body balance/management and ease of movement in muscles and joints* *Note 2: Refer to Visual Arts and Design CS B7.2.1.3 for cross-referencing.*	*Balance on one leg*

ACTIVITY 3

Engage learners to reflect on what they have learnt and show how they will use such knowledge in their communities to increase physical activity participation, fitness and decision-making.

Ask learners to go online (where there is internet access) to view additional weight-bearing activities and participate in a local keepfit club activity.

Give learners information on what they will learn in the next lesson to prepare in advance.

Homework/community engagement suggestions

1. Remind learners to visit a local clinic, school nurse, drug store or neighbour (which ever one applies) to obtain record of height, weight, blood pressure, resting pulse in as requested in appendix 1and 2

2. Record estimate of duration of balance and flexibility activities in their self-journal as their effort to increase involvement in physical activity (e.g., sit and reach on the floor (with/without a box), carrying a book on top of the head while going to school, all other carrying activities that keep the body in a good balance, reaching high to pick an object as in house chores, various stretching activities at home and school, etc. (Ensure free movement of joints, relax muscles as well as good body balance.)

   Note 1: This is necessary to demonstrate ability to regularly participate in physical activity as well value traditional cultures through rhythmic dance movements.

Note 2: Homework or community engagement tasks culminate into the yearlong project work that learners will exhibit at the end of each year.

Project work

Ongoing through the homework and community engagement tasks

Cross-curriculum links/cross-cutting issues
- Refer to Visual Arts and Design CS B7.2.1.3 for inter-disciplinary linkage for balance and flexibility in dance movements.
- Refer to the *traditional dance sub-strand* and the *organised sports and physical participation sub-strand* for dance movements that develop flexibility in the joints, relax muscles as well as develop good body balance (Note: this will ensure intra-curricular linkages).
- Use IT to search for various exercises to promote flexibility, balance fitness and health.
- Encourage Reading, wRiting and cReativity through completion of worksheets.

Potential misconceptions/student learning difficulties

- Flexibility and balance are for performing artists or dancers and gymnasts.

Strand: B7.2 - Physical Activity Education

Sub-strand: B7.2.3- Organised Sports and Physical Activity Participation

CONTENT STANDARD(S) **B7.2.3.1:** Demonstrate the ability to apply movement concepts, principles and strategies in performing *non–contact sports* (e.g., ball and racket, athletics, and individual and target sports) to develop creativity, innovation, communication and collaboration.

INDICATOR(S): **B7. 2.3.1.1:** Apply movement concepts, principles and strategies in performing beginning level *ball and racket sports* (e.g. lawn tennis, table tennis and badminton) to develop creativity, innovation, communication, and collaboration.

Keywords / vocabulary: Non-contact sports, ball and racket sports, creativity, innovation, individual skill development, beginning level, communication, and collaboration, risk-taking

Suggested activities for learning and assessment.	Resources	Progression
ACTIVITY 1 Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework or community engagement assignment(s) relating to balance and flexibility. Specifically focus on. 1. Community engagement. 2. Adaptation and creative ways to develop balance and flexibility. 3. Sharing a key/outstanding piece from the self-journal entry. Set expectations for this lesson including what will be learnt and how learning will occur and assessed.		• Set induction. • Teaching games for understanding pedagogical delivery. • Use of base position. • Critical thinking and decision-making. • Skill execution. • Distinguish between good and bad sport practices at the beginning level of development.
ACTIVITY 2 Organise learners in small groups. Learners work in pairs to apply/practise beginning tactics and strategies in *ball and racket sports* (e.g., maintaining a rally, playing competitive game, and setting up to attack etc.) *Note 1: Teachers are encouraged to employ a "teaching games for understanding pedagogical delivery mode" to help learners to explore various ways of scoring by hitting/sending a ball into a court/space with beginning accuracy and/or power that opponent cannot hit back/return it before it bounces once (as in badminton etc.) or twice (as in tennis or racquetball).* *Note 2: To prevent scoring, learners must return the ball before it bounces once or twice.* *Note 3: For developing ability to rally at a beginning level, focus lessons on court spaces, etiquette, cooperative game.* *Note 4: For ability to play beginning competitive game and setting up to attack, focus lessons on game rules and use of court spaces.* *Note 5: Employ sports education pedagogical approach to develop literacy in learners. Truly literate learners understand and appreciate the rules, rituals, and traditions that surround sport activities.*	Watch a beginner's *Badminton* video from YouTube-https://youtu.be/1UIhKZCPMYM Watch a YouTube video on *tennis* for beginners-https://youtu.be/TuM5Uh4ii3Q	
ACTIVITY 3 Engage learners to reflect on what they have learnt and show how they will use such knowledge in their communities to increase sports and physical activity participation, health, collaboration, communication, and decision-making. Ask learners to go online (where there is internet access) to view additional non-contact sporting activities and participate in *ball and racket sports* local clubs where available or applicable. **Give learners information on what they will learn in the next lesson to prepare in advance.**		

Homework/community engagement suggestions

1. Remind learners to record estimate of involvement (duration) in ball and racket sports in and out of school in the self-journal (see appendix 1).

Note 1: This is necessary to demonstrate ability to adhere to regular participation in sports and physical activity. As well as develop literacy, cooperation, critical thinking, and decision-making.

Note 2: Homework or community engagement tasks culminate into the yearlong project work that learners will exhibit at the end of each year.

Project work

Ongoing through the homework and community engagement tasks.

Cross-curriculum links/cross-cutting issues

- To ensure intra-discipline connections, refer to developing muscular strength and cardiorespiratory endurance in the physical fitness sub-strand of the physical activity education strand.
- Develop literacy, cooperation, personal responsibility, critical thinking, and decision-making.
- Use IT to search for various skills in ball and racket sports to promote physical fitness and health.
- Use equipment adaptations to promote creativity and inclusion.
- Encourage Reading, wRiting and cReativity through completion of self-journal (see appendix 1).

Potential misconceptions / student learning difficulties

- *Ball and racket sports* are perceived to be reserved for the elite.

STRAND: B7.2 - Physical Activity Education

SUB-STRAND: *B7.2.3*- Organised Sports and Physical Activity Participation

CONTENT STANDARD(S)
B7.2.3.1: Demonstrate the ability to apply movement concepts, principles, and strategies in performing non–contact sports (e.g., ball and racket, athletics, and individual and target sports) to develop creativity, innovation, communication and collaboration.

INDICATOR(S):
B7.2.3.1.2: Apply movement concepts, principles, and strategies in performing beginning level athletics (e.g., sprinting, jumping, and throwing events) to develop communication and collaboration.

Keywords/vocabulary:
Horizontal plane, vertical plane, individualised instruction, task/station teaching pedagogy.

Suggested activities for learning and assessment.	Resources	Progression
ACTIVITY 1 Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework or community engagement assignment(s) relating to ball and racket sports. Specifically focus on: 1. Community engagement. 2. Adaptation and creative ways to maintain a beginning level rally and beginning level playing competitive game and setting up to attack. 3. Sharing a key/outstanding piece from the self-journal entry. Set expectations for this lesson including what will be learnt and how learning will occur and be assessed.		• Set induction. • Teaching games for understanding pedagogy. • Individualised instruction pedagogy. • Task/station teaching pedagogy. • Exploration and critical thinking. • Opportunity to respond/practise physical activity. • Active engagement in practice. • Inclusion.

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ACTIVITY 2

Organise learners in small groups for task teaching delivery. Learners work in their groups (stations) in pairs to explore and apply/practise beginning level skills in *athletics* (e.g., in sprinting, jumping, and throwing etc.)

Note 1: Teachers are encouraged to employ a "teaching games for understanding pedagogical delivery mode" to help learners to explore various ways that contribute to mechanically appropriate movement patterns in a horizontal plane and how to transfer horizontal movement to a vertical upward movement. Also, allow learners to explore various ways of handling a throwing equipment and releasing it appropriately as a beginner.

Note 2: Allow learners to practise making choices and opportunity for reflection about the choices made.

Note 3: Allow each learner to progress at their own pace and time using individualised instructional pedagogy.

Note 4: To practise personal and social responsibility all learners must be included. Inclusion not only means that all learners have an opportunity to participate, but that they are engaged at a level appropriate to their interests, skills and ability.

Note 5: Employ sports education pedagogical approach to develop literacy in learners. Truly literate learners understand and appreciate the rules, rituals and traditions that surround athletic events.
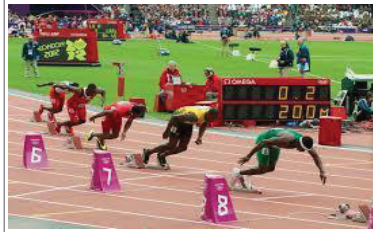
Sprinting
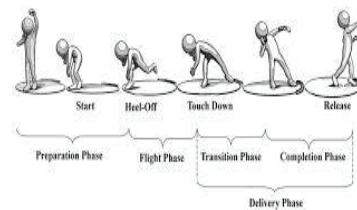
Throwing

ACTIVITY 3

Engage learners to reflect on what they have learnt and show how they will use such knowledge in their communities to increase sports and physical activity participation, health, personal and social responsibility, respect for self and others, communication and critical thinking.

Ask learners to go online (where there is internet access) to view additional non-contact sporting activities and participate in *athletics in* local clubs where available or applicable.

Give learners information on what they will learn in the next lesson to prepare.

Homework/community engagement suggestions

1. Remind learners to record estimate of involvement (duration) in athletics in and out of school in the self-journal (see appendix 1).

   Note 1: This is necessary to demonstrate ability to adhere to regular participation in sports and physical activity. As well as develop literacy, confidence and empowerment, personal social responsibility, critical thinking, and respect.

   Note 2: Homework or community engagement tasks culminate into the yearlong project work that learners will exhibit at the end of each year.

Project work

Ongoing through the homework and community engagement tasks

Cross-curriculum links/cross-cutting issues

- To ensure intra-discipline connections refer to developing muscular strength and cardiorespiratory endurance in the physical fitness sub-strand of the physical activity education strand.
- Develop physical literacy, cooperation, personal responsibility, critical thinking, and decision-making.
- Use IT to search for various skills in athletics to promote physical fitness and health.
- Use equipment adaptations to promote creativity and inclusion.
- Encourage Reading, wRiting and cReativity through completion of self-journal (see appendix 1).

Potential misconceptions/student learning difficulties

- Athletics is perceived to be reserved for the non-academic.

STRAND: B7.2 - Physical Activity Education

SUB-STRAND: B7.2.3- Organised Sports and Physical Activity Participation

CONTENT STANDARD(S)
B7.2.3.1: Demonstratehe ability to apply movement concepts, principles, and strategies in performing non–contact sports (e.g., ball and racket, athletics, and individual and target sports) to develop creativity, innovation, communication and collaboration.

INDICATOR(S):
B7. 2. 3.1.3: Apply movement concepts, principles, and strategies in performing beginning level individual and target sports (e.g., local archery and golf) to develop ability to solve problems and set goals.

Keywords/vocabulary:
Individualised instruction, *Task/station teaching pedagogy*,

Suggested activities for learning and assessment.	Resources	Progression
ACTIVITY 1 Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework or community engagement assignment(s) relating to ball and racket sports. Specifically focus on. 1. Community engagement. 2. Application of personal social responsibility behaviours in school and community (respect for self and others etc.) 3. Sharing a key/outstanding piece from the self-journal entry. Set expectations for this lesson including what will be learnt and how learning will occur and be assessed.		• Set induction. • Teaching games for understanding pedagogy. • Individualised instruction pedagogy. • Task/station teaching pedagogy. • Exploration and critical thinking. • Opportunity to respond/practice physical activity. • Active engagement in practice. • -Inclusion.

ACTIVITY 2

Organise learners in small groups for task teaching delivery. Learners work in their groups (stations) in pairs to explore and apply/practise beginning level skills in *individual and target sports* (e.g., atsa/local archery, golf or as applicable etc.)

Note 1: Where space permits, organise learners into stations to practise adapted tasks such as tsasikele (throwing and hitting practice), throwing at targets from varying distances and space (e.g., darts, hanging hoola hoop or available object/surface)

Note 2: Teachers are encouraged to employ a "teaching games for understanding pedagogical delivery mode" to help learners explore various ways that contribute to mechanically appropriate patterns in sending (throwing) different objects in a horizontal plane and how to send objects to a trajectory with adequate amount of force.

Suggested activities may include, adaptive football-golf, Frisbee golf, darts, atsa or similar activities within the locality

Note 3: Allow learners to explore various ways of handling various objects for throwing or hitting to targets and releasing/hitting objects appropriately as a beginner. Also, allow learners to practise making choices and opportunity for reflection about the choices made.

Note 4: Allow each learner to progress at their own pace and time using individualised instructional pedagogy.

Note 5: To practise safety, personal and social responsibility, all learners must be included. Inclusion not only means that all learners have an opportunity to participate, but that they are engaged at a level appropriate to their interests, skills and ability.

Note 6: Employ sports education pedagogical approach to develop literacy in learners. Truly literate learners understand and appreciate the rules, rituals and traditions that surround individual and target sport within a safe and conducive learning environment.

Local Archery

ACTIVITY 3

Engage learners to reflect on what they have learnt and show how they will use such knowledge in their communities to increase sports and physical activity participation, health, safety, personal and social responsibility, respect for self and others, communication and critical thinking.

Ask learners to go online (where there is internet access) to view additional non-contact sporting activities and participate in *individual and target sports in* local clubs where available or applicable.

Give learners information on what they will learn in the next lesson for them to prepare in advance.

Homework/community engagement suggestions

1. Remind learners to record estimate of involvement (duration) in *individual and target sports* in and out of school in the self-journal.
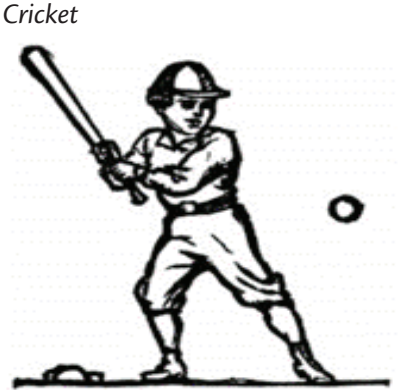
Note 1: This is necessary to demonstrate ability to adhere to regular participation in sports and physical activity. As well as develop literacy, personal social responsibility to ensure safe learning environment, critical thinking and respect.

Note 2: Homework or community engagement tasks culminate into the yearlong project work that learners will exhibit at the end of each year.

Project work

Ongoing through the homework and community engagement tasks

Cross-curriculum links/cross-cutting issues

- To ensure intra-discipline connections refer to developing balance and cardiorespiratory endurance in the physical fitness sub-strand of the physical activity education strand.
- Develop literacy, cooperation, personal responsibility, and safety, critical thinking, and decision-making.
- Use IT to search for various skills in individual and target sports to promote physical fitness and health.
- Use equipment adaptations to promote creativity and inclusion.
- Encourage Reading, wRiting and cReativity through completion of self-journal (see appendix 1).

Potential misconceptions/student learning difficulties

- Golf is perceived to be reserved for the elite.
- Atsa/local archery is perceived to be reserved for the village learners.

STRAND: B7.2 - Physical Activity Education

SUB-STRAND: B7.2.3- Organised Sports and Physical Activity Participation

CONTENT STANDARD(S) B7.2.3.2
Demonstrate the ability to apply movement concepts, principles and strategies in performing limited–contact sports (e.g., stick and ball, hand and ball) to develop awareness, coordination, critical thinking and goal setting.

INDICATOR(S):
B7.2.3.2.1: Apply movement concepts, principles, and strategies in performing beginning level stick and ball sports (e.g. cricket, tsasikele, softball, baseball, and rounders).

Keywords/vocabulary:
Limited contact sports, stick and ball sports, awareness, coordination.

Suggested activities for learning and assessment.	Resources	Progression
ACTIVITY 1 Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework or community engagement assignment(s) relating to individual and target sports. Specifically focus on. 1. Community engagement. 2. Application of personal social responsibility and safe behaviours in school and community (respect for self and others etc.) 3. **Sharing a key/outstanding piece from the self-journal entry**. Set expectations for this lesson including what will be learnt and how learning will occur and be assessed.	 *Cricket* *Baseball*	• Set induction. • Teaching games for understanding pedagogy. • Individualized instruction pedagogy. • Task/station teaching pedagogy. • Exploration and critical thinking. • Opportunity to respond/ practise physical activity. • Active engagement in practice • Inclusion.

ACTIVITY 2
Organise learners in small groups for task teaching delivery. Learners work in their groups (stations) in pairs to explore and apply/practise beginning level skills in *stick and ball sports* (e.g., cricket, tsasikele, softball, baseball and rounders etc.).

Note 1: Where space permits, organise learners into stations to practise adapted tasks such as tsasikele (throwing and hitting practice) rounders (throwing-hitting, running and catching practice)

Note 2: Teachers are encouraged to employ a "teaching games for understanding pedagogical delivery mode" to help learners explore various ways that contribute to mechanically appropriate patterns in sending (throwing) different objects in a horizontal plane and how to send objects to a trajectory with adequate amount of force.

Note 3: Allow learners to explore various ways of handling various objects for throwing or hitting to targets and releasing/hitting objects appropriately as a beginner. Also, allow learners to practise making choices and opportunity for reflection about the choices made.

Note 4: Allow each learner to progress at their own pace and time using individualised instructional pedagogy.

Note 5: To practise safety, personal and social responsibility, all learners must be included. Inclusion not only means that all learners have an opportunity to participate, but that they are engaged at a level appropriate to their interests, skills, and ability.

Note 6: Employ sports education pedagogical approach to develop literacy in learners. Truly literate learners understand and appreciate the rules, rituals and traditions that surround individual and target sport within a safe and conducive learning environment.

ACTIVITY 3
Engage learners to reflect on what they have learnt and show how they will use such knowledge in their communities to increase sports and physical activity participation, health, safety, personal and social responsibility, respect for self and others, communication and critical thinking.

Ask learners to go online (where there is internet access) to view additional non-contact sporting activities and participate in *stick and ball sports in* local clubs where available or applicable.

Give learners information on what they will learn in the next lesson to prepare in advance.

Homework/community engagement suggestions

1. Remind learners to record estimate of involvement (duration) in *stick and ball sports* in and out of school in the self-journal (appendix 1).

Note 1: This is necessary to demonstrate ability to adhere to regular participation in sports and physical activity. As well as develop literacy, personal social responsibility to ensure safe learning environment, critical thinking and respect.

Note 2: Homework or community engagement tasks culminate into the yearlong project work that learners will exhibit at the end of each year.

Project work

Ongoing through the homework and community engagement tasks.

Cross-curriculum links/cross-cutting issues

- To ensure intra-discipline connections, refer to developing muscular and cardiorespiratory endurance in the physical fitness sub-strand of the physical activity education strand as well as the non-contact sports content standard in the organised sports and physical activity sub-strand.
- Develop literacy, cooperation, personal responsibility, and safety, critical thinking, and decision-making.
- Use IT to search for various skills in individual and target sports to promote physical fitness and health.
- Use equipment adaptations to promote creativity and inclusion.
- Encourage Reading, wRiting and cReativity through completion of self-journal.

Potential misconceptions/student learning difficulties

- Cricket *is* perceived to be reserved for the elite.
- Tsasikele is perceived to be reserved for village learners

STRAND: B7.2 - Physical Activity Education

SUB-STRAND: B7.2.3- Organised Sports and Physical Activity Participation

CONTENT STANDARD(S)
B7.2.3.2
Demonstrate the ability to apply movement concepts, principles, and strategies in performing ***limited–contact sport*s** (e.g., stick and ball, ***hand and ball***) to develop awareness, coordination, critical thinking and goal setting.

INDICATOR(S):
B7.2.3.2.2: Apply movement concepts, principles, and strategies to perform beginning level *hand and ball sports* (e.g., volleyball, netball, etc.) to develop communication and collaboration.

Keywords/vocabulary:
Limited contact sports stick and ball sports, hand and ball sports, awareness, coordination.

Suggested activities for learning and assessment.	Resources	Progression
ACTIVITY 1 Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework or community engagement assignment(s) relating to individual and target sports. Specifically focus on. 1. Community engagement. 2. Application of personal social responsibility and safe behaviours in school and community (respect for self and others etc.) 3. Sharing a key /outstanding piece from the self-journal entry. Set expectations for this lesson including what will be learnt and how learning will occur and assessed.		• Set induction. • Teaching games for understanding pedagogy. • Individualized instruction pedagogy. • Task/station teaching pedagogy. • Exploration and critical thinking. • Opportunity to respond/practice physical activity. • Active engagement in practice. • Inclusion.

ACTIVITY 2		
Organise learners in small groups for task teaching delivery. Learners work in their groups (stations) in pairs to explore and apply/practise beginning level skills in *hand and ball sports* (e.g., maintaining a rally as in volleyball and team ball possession as in netball, and playing competitive game and setting up to attack, etc.). *Note 1: Teachers are encouraged to employ a "teaching games for understanding pedagogical delivery mode" to help learners explore various ways of scoring by hitting/sending a ball into a court/space (volleyball) or into a target (netball) with beginning accuracy and/or power that opponent cannot hit back/return before it bounces once (as in volleyball, etc.).* *Note 2: To prevent scoring, learners must return the ball before it bounces once as in volleyball* *Note 3: Allow each learner to progress at their own pace and time using individualised instructional pedagogy.* **Note 4:** *Employ sports education pedagogical approach to develop literacy in learners. Truly literate learners understand and appreciate the rules, rituals and traditions that surround hand and ball sport within a safe and conducive learning environment.*		
ACTIVITY 3 Engage learners to reflect on what they have learnt and show how they will use such knowledge in their communities to increase sports and physical activity participation, health, safety, teamwork, personal and social responsibility, respect for self and others, communication and collaboration. Ask learners to go online (where there is internet access) to view additional non-contact sporting activities and participate in *hand and ball sports in* local clubs where available or applicable. **Give learners information on what they will learn in the next lesson to prepare in advance.**		

Homework/community engagement suggestions

1. Remind learners to record estimate of involvement (duration) in hand and ball sports in and out of school in the self-journal (see appendix 1).

Note 1: This is necessary to demonstrate ability to adhere to regular participation in sports and physical activity. As well as develop literacy, communication and collaboration, critical thinking and teamwork.
Note 2: Homework or community engagement tasks culminate into the yearlong project work that learners will exhibit at the end of each year.

Project work

Ongoing through homework and community engagement tasks.

Cross-curriculum links/cross-cutting issues

• To ensure intra-discipline connections, refer to developing muscular and cardiorespiratory endurance in the physical fitness sub-strand of the physical activity education strand as well as the non-contact sports content standard in the organised sports and physical activity sub-strand.
• Develop literacy, cooperation, teamwork, critical thinking and decision-making.
• Use IT to search for various skills in hand and ball sports to promote physical fitness and health.
• Use equipment adaptations to promote creativity and inclusion.
• Encourage Reading, wRiting and cReativity through completion of self-journal (see appendix 1).

Potential misconceptions/student learning difficulties

• Volleyball perceived to be reserved for the elite.
• Netball perceived to be reserved for the girls.

STRAND: B7.2 - Physical Activity Education
SUB-STRAND: B7.2.3- Organised Sports and Physical Activity Participation
CONTENT STANDARD(S) **B7. 2.3.3:** Demonstrate the ability to apply movement concepts, principles, and strategies in performing full–contact sports (e.g., invasion sports, martial art, and traditional wrestling) to develop critical thinking and decision-making.
INDICATOR(S): **B7.2.3.3.1:** Apply movement concepts, principles, and strategies in performing beginning level invasion sports (e.g., football, basketball, field hockey, etc.) to develop critical thinking and decision-making.
Keywords/vocabulary: Invasion sports, traditional wrestling, full contact, beginning level, communication, and collaboration.

Suggested activities for learning and assessment.	Resources	Progression
ACTIVITY 1 Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework or community engagement assignment(s) relating to *hand and ball sports*. Specifically focus on. **1.** Community engagement. **2.** Sharing a key /outstanding piece from the self-journal entry. Set expectations for this lesson including what will be learnt and how learning will occur and assessed.		• Set induction • Teaching games for understanding pedagogical delivery • Sports education pedagogy • Critical thinking and decision-making. • Distinguish between good and bad sport practices at the beginning level of development.
ACTIVITY 2 Organise learners into small groups and apply/practise beginning tactics in **_hand and ball sports_** (e.g., scoring and preventing scoring etc.) *Note 1: Teachers are encouraged to employ a "teaching games for understanding pedagogical delivery mode" to help learners to explore various ways of moving a ball or other object/projectile into another team's territory, and either shooting into a fixed target (a goal or basket), or moving the projectile/object across an open ended target (i.e., across a line).* *Note 2: To prevent scoring, one team must stop the other from bringing the ball or projectile into its territory and creating scoring opportunities and attempts.* *Note 3: Solving the offensive and defensive problems in invasion sports require similar tactics, even though many of the skills used are different. For example, while shooting to score in handball requires throwing skills, shooting to score in football, requires kicking/striking skills.* *Note 4: For ability to play beginning competitive game and setting up to attack, focus lessons on game rules and use of court spaces.* *Note 5: Employ sports education pedagogical approach to develop literacy in learners. Truly literate learners understand and appreciate the rules, rituals, and traditions that surround sport activities.*	Research and a beginner's football video from YouTube and watch- Research and a beginner's handball video from YouTube and watch-	
ACTIVITY 3 Engage learners to reflect on what they have learnt and show how they will use such knowledge in their communities to increase sports and physical activity participation, health, collaboration, communication, and decision-making. Ask learners to go online (where there is internet access) to view additional non-contact sporting activities and participate in *invasion sports* in local clubs where available or applicable. **Give learners information on what they will learn in the next lesson to prepare in advance.**		

Homework/community engagement suggestions
Remind learners to record estimate of involvement (duration) in invasion sports in and out of school in the self-journal (see appendix 1). *Note 1: This is necessary to demonstrate ability to adhere to regular participation in sports and physical activity as well as develop literacy, cooperation, teamwork, critical thinking and decision-making.* *Note 2: Homework or community engagement tasks culminate into the yearlong project work that learners will exhibit at the end of each year.*

Project work
Ongoing through the homework and community engagement tasks

Cross-curriculum links/cross-cutting issues
• To ensure intra-discipline connections refer to developing muscular strength and cardiorespiratory endurance in the physical fitness sub-strand of the physical activity education strand. • Develop literacy, cooperation, communication, critical thinking, and decision-making. • Use IT to search for various skills in ball and racket sports to promote physical fitness and health. • Use equipment adaptations to promote creativity and inclusion. • Encourage Reading, wRiting and cReativity through completion of self-journal (see appendix 1).

Potential misconceptions/student learning difficulties
• Invasion sports are perceived to be reserved for the less academic.

STRAND: B7.2 - Physical Activity Education
SUB-STRAND: B7.2.3- Organised Sports and Physical Activity Participation
CONTENT STANDARD(S) **B7. 2.3.3:** Demonstrate the ability to apply movement concepts, principles, and strategies in performing full–contact sports (e.g., invasion sports, martial art, and traditional wrestling) to develop critical thinking and decision-making.
INDICATOR(S): **B7.2.3.3.2:** Apply movement concepts, principles, and strategies in performing beginning level martial art (e.g., judo, taekwondo, and karate) to develop critical thinking and decision-making.
Keywords/vocabulary: Martial arts, full contact, beginning level

Suggested activities for learning and assessment.	Resources	Progression
ACTIVITY 1 Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework or community engagement assignment(s) relating to *invasion sports*. Specifically focus on. **1.** Community engagement. **2.** Sharing a key /outstanding piece from the self-journal entry. Set expectations for this lesson including what will be learnt and how learning will occur and be assessed.	Appendix 1: self-journal	• Set induction • Demonstration • Problem-solving and decision-making. • Closure and assessment.

ACTIVITY 2 Organise learners in small groups and apply/practise beginning tactics in *martial art* (e.g., judo, karate, taekwondo, arm wrestling, etc.) *Note 1: Teachers are encouraged to help learners to explore various techniques in martial art including* **Strikes-** • *Punching: boxing, wing chun, karate* • *Kicking: taekwondo, capoeira, savate* **Grappling-** • *Throwing: hapkido, judo, sumo, wrestling, aikido* • *Joint lock/Chokeholds/Submission holds judo, jujutsu, Brazilian jiu-jitsu, sambo, kung fu* • *Pinning Techniques: judo, wrestling, aikido.* 	• Punching bag • Flat, smooth surface • Poster of moves • Loose clothing • Mats • Small dummy Watch YouTube video of Afrikan martial arts master instructor Baba Balogun Ojetade discussing and demonstrating how to develop and use Combat Speed: https://youtu.be/4Hz7iyLQdVk Watch YouTube video of Ken Moody demonstrating Saki (African martial arts) techniques: https://youtu.be/AFHOugYoRdc
ACTIVITY 3 Engage learners to reflect on what they have learnt and show how they will use such knowledge in their communities to increase sports and physical activity participation, health, self-defence and safety. Ask learners to go online (where there is internet access) to view additional martial art videos and participate in local clubs where available or applicable. **Give learners information on what they will learn in the next lesson to prepare in advance.**	

Homework/community engagement suggestions

Remind learners to record estimate of involvement (duration) in martial art in and out of school in the self-journal (see appendix 1).
Note 1: This is necessary to demonstrate ability to adhere to regular participation in sports and physical activity as well as develop literacy, self-defence empowerment and decision-making.
Note 2: Homework or community engagement tasks culminate into the yearlong project work that learners will exhibit at the end of each year.

Project work

Ongoing through homework and community engagement tasks

Cross-curriculum links/cross-cutting issues

- To ensure intra-discipline connections refer to developing muscular strength and cardiorespiratory endurance in the physical fitness sub-strand of the physical activity education strand.
- Develop literacy, safety, self-defence, critical thinking, and decision-making.
- Use IT to search for various skills martial art to promote physical fitness and health
- Use equipment adaptations to promote creativity and inclusion
- Encourage Reading, wRiting and cReativity through completion of self-journal

Potential misconceptions/student learning difficulties

- Martial art is perceived to be reserved for people from Asia

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STRAND: B7.2 - Physical Activity Education

SUB-STRAND: B7.2.3- Organised Sports and Physical Activity Participation

CONTENT STANDARD(S)
B7. 2.3.3: Demonstrate the ability to apply movement concepts, principles, and strategies in performing full–contact sports (e.g., invasion sports, martial art, and **traditional wrestling**) to develop critical thinking and decision-making.

INDICATOR(S):
B7. 2.3.3.3: Apply movement concepts, principles, and strategies in performing beginning level **traditional wrestling** (e.g., abotri and arm wrestling, etc.) for personal development and decision-making.

Keywords / vocabulary:
traditional wrestling, full contact, beginning level

Suggested activities for learning and assessment.	Resources	Progression
ACTIVITY 1 Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson and the homework or community engagement assignment(s) relating to *martial art*. Specifically focus on. 1. Community engagement. 2. Sharing a key /outstanding piece from the self-journal entry. Set expectations for this lesson including what will be learnt and how learning will occur and be assessed.		• Set induction. • Demonstration. • Problem-solving and decision-making. • Reflection and assessment.
ACTIVITY 2 *Abotri/atlibo* Organise learners in small groups and apply/practise beginning tactics in traditional wrestling (abotri/atlibo). *Note 1: Ask learners to work in pairs in their small groups and in a marked sandy circle about 3-4 yards in diameter.* *Note 2: Ask learners to assume the preparatory position facing each other at arms-length apart with one foot forward in a staggered form. Let learners practise the hold, lift, and or pull opponent with the aim to pin the back of the opponent to the sand.*	• Sandy surface • Poster of moves • Loose clothing Watch YouTube video of 1st Warrior Gathering Abotri Ga-Dangbe Martial Science: https://youtu.be/x5hfyfAQqEY	

Abotri

Watch YouTube video of traditional wrestling in Ghana:
https://youtu.be/-lOFgEllMsc

Note 1: Teachers are encouraged to help learners to explore various techniques in traditional wrestling (atlibo/abotri) including:
Grappling-
• Throwing:
• Holds
• Pinning

Watch YouTube video of traditional wrestling 2012 ECOWAS Games:
https://youtu.be/LheaQW4gnBo

ACTIVITY 3
Arm wrestling
Partners face each other on opposite sides of the arm-wrestling table and grip hands with the knuckle of the thumb visible. (This can be adapted where partners face each other in front-lying position on mats or in sand or on a house table high enough to enable standing. Adaptation for sitting is possible as needed.)
The shoulders of the partners must be square to the table with straight wrists before the performance/match begins.
The non-wrestling hand must be placed on the side pegs on the table.
Note: A Pin occurs when any part of the hand from the wrist up drops below the line of the marker of the table- or in the adaptation, part of the hand from the wrist up touches the sand.

Watch some fundamental activities needed for arm wrestling: https://youtu.be/Vcxd76ZoC7E

ACTIVITY 4
Engage learners to reflect on what they have learnt and show how they will use such knowledge in their communities to increase sports and physical activity participation, health, self-defence and safety.
Ask learners to go online (where there is internet access) to view additional traditional wrestling (abotri and arm wrestling) videos and participate in local clubs where available or applicable.
Give learners information on what they will learn in the next lesson to prepare in advance.

Homework/community engagement suggestions

Remind learners to record estimate of involvement (duration) in traditional wrestling (abotri and arm wrestling) in and out of school in the self-journal.
Note 1: This is necessary to demonstrate ability to adhere to regular participation in sports and physical activity as well as develop literacy, self-defence empowerment and decision-making.
Note 2: Homework or community engagement tasks culminate into the yearlong project work that learners will exhibit at the end of each year.

Project work

Ongoing through the homework and community engagement tasks.

Cross-curriculum links/cross-cutting issues

- To ensure intra-discipline connections, refer to developing muscular strength and cardiorespiratory endurance in the physical fitness sub-strand of the physical activity education strand.
- Develop literacy, safety, self-defence, critical thinking, and decision-making.
- Use IT to search for various skills traditional wrestling to promote physical fitness and health.
- Use equipment adaptations to promote creativity and inclusion.
- Encourage Reading, wRiting and cReativity through completion of self-journal.

Potential misconceptions/student learning difficulties

- Traditional wrestling is perceived to be reserved for people from the coastal areas of the country.

APPENDICES

Appendix 1: Self-Journal

INSTRUCTIONS: *This self-journal should be completed for <u>lessons</u> covered under <u>a topic,</u> weekly or daily as applicable.*

TOPIC(S)/LESSON(S):

DATE(S):

REFLECTION *(What did you learn?)*

CONNECTION *(How does the lesson(s)/topic(s) relate to your personal life, home, or community)*

APPLICATION *(How are you using what you have learnt?)*

ESTIMATES OF USE OF LEARNING *(List activities done in school/home/community; Estimate amount of time spent in activities; Count the number repetitions for each activity)*

Appendix 2: Background Information

Kindly answer the following questions as honestly as possible. The responses you give shall be used to help you maintain a meaningful level of physical fitness. Your responses shall be kept confidential. There are no right or wrong answers.

1.   Your name _____
2.   Date of birth [ ] (day) [ ] (month) [ ] (year
3.   How old are you? [ ] years
4.   Gender: Male_____   Female_____
5.   Height (in metres) _____
6.   Weight (in kilograms) _____
7.   Blood pressure _____Systolic, _____Diastolic, _____Pulse at rest
8.   Name of your school: _____
9.   Name of town the school is located_____
10.   What grade or form are you in now? _____
11.   Do you currently play sport? Yes_____   No _____
12.   If yes to item #11 above, give the name of the top sport you play_____
13.   How many times did you take part in your sport over the past 7 days? _____
14.   How long have you been playing your sport? _____
15.   Do you participate in any other sport? Yes_____ No_____
16.   If yes to item #15, state the name of your second sport _____
17.   How many times did you take part in your second sport over the past 7 days? ____

Appendix 3: PHYSICAL ACTIVITY IN THE PAST 7 DAYS

Think about all the vigorous activities that you did in the last 7 days. Vigorous physical activities refer to activities that take hard physical effort and make you breathe much harder than normal. Think only about those physical activities that you did for at least 10 minutes at a time, including physical education activities.

1. During the **last 7 days**, on how many days did you do vigorous physical activities like heavy lifting, digging, aerobics, or fast bicycling? _____ **days per week**

    _____No vigorous physical activities. [If No skip to question 3]

2. How much time did you usually spend doing vigorous physical activities on one of those days? _____ hours per day _____ minutes per day ___Don't know/Not sure

    Think about all the moderate activities that you did in the last 7 days. Moderate activities refer to activities that take moderate physical effort and make you breathe somewhat harder than normal. Think only about those physical activities that you did for at least 10 minutes at a time.

3. During the last 7 days, on how many days did you do moderate physical activities like carrying light loads, bicycling at a regular pace, or doubles tennis? Do not include walking. _____ **days per week** _____ No moderate physical activities. [If No skip to question 5]

4. How much time did you usually spend doing moderate physical activities on one of those days? _____ hours per day _____ minutes per day_____Don't know/Not sure

    Think about the time you spent walking in the last 7 days. This includes school and at home, walking as you travelled from place to place, and any other walking that you did solely for recreation, sport, exercise, or leisure.

5. During the last 7 days, on how many days did you walk for at least 10 minutes at a time? _____ days per week _____No walking. [If No skip to question 7]

6. How much time did you usually spend walking on one of those days?

    _____ hours per day _____ minutes per day _____Don't know/Not sure

    The last question is about the time you spent sitting on weekdays during the last 7 days. Include time spent at home, doing schoolwork and during leisure time. This may include time spent sitting at a desk, visiting friends, reading, just sitting lying down, watching television, using your phone, or playing video games.

7.   During the last 7 days, how much time did you spend sitting on a weekday?

    _____ hours per day _____ minutes per day

    _____Don't know/Not sure

Appendix 4: Physical Fitness Indicators and Vital Signs Score Card

Your Name: _____

Unique ID: _____

Indicator	Score	Date of Test	Notes
Body Mass Index (BMI)			
Sit-n-Reach			
Push-ups			
Curl-ups			
Mile Run			
Height			

Weight				
Blood Pressure	*Systolic*			
	Diastolic			
	Pulse			

Appendix 5: **Picture of Pulse Reading**
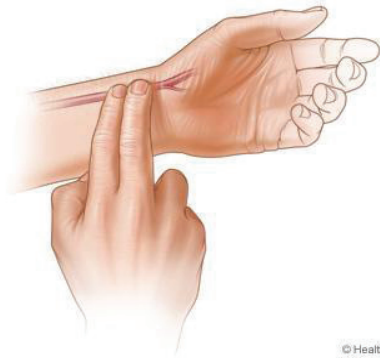
Current as of March 28, 2019
Author: Healthwise Staff
E. Gregory Thompson MD - Internal Medicine
Adam Husney MD - Family Medicine
Martin J. Gabica MD - Family Medicine

Appendix 6: Key Terms

Active Play- Refers to the frequency or the time of being active while playing in an unstructured or unorganised manner. It may involve playing outdoors activities such as ampe, tumatu and many more. Notably, active play describes behaviour among children and youth that involve gross motor or total body movement in which children and youth exert energy in a freely chosen, fun, and unstructured manner.

Active Transportation- Refers to the prevalence of children and/or youth actively commuting between home and school without of the information on different doses (i.e., frequency, duration, intensity). Other examples of active transport include, walking to and from farm, riverside to fetch water, market, local stores, bicycling and jogging/running.

Adaptation – The process of the body getting accustomed or used to a exercise or training program through repeated exposure.

Aerobic dance – Physical activity which involve a high-impact workout when both feet come off the floor, even for a short time.

Agility – The ability to move and change direction and position of the body quickly and effectively while under control.

Archery – A sport in which people shoot arrows at a target using a bow.

Arm wrestling – A sport involving two participants. Each place one arm on a surface with their elbows bent and touching the surface, and they grip each other's hand. The goal is to pin the other's arm onto the surface, the winner's arm over the loser's arm.

Balance – The ability to stay upright or stay in control of body movement.

Ball and racket sports – A game in which players use rackets to hit a ball, shuttlecock, or other approved object for the purpose of competitive play or for fun.

Bruises – A skin injury that results in a discoloration of the skin without a break in the overlying skin and usually result from being hit by something or scratch on the floor.

Cardiorespiratory fitness – The ability of the circulatory and respiratory systems to supply oxygen to skeletal muscles during sustained physical activity.

Community and the built environment influence - The characteristics of the built environment are recognised as a potential source of influence on the physical activity level of children and youth.

Concepts – Are abstract ideas or general notions that occur in the mind, in speech, or in thought. They are understood to be the fundamental building blocks of thoughts and beliefs.

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

Coordination – The ability to move two or more body parts under control, smoothly and efficiently.

Dislocation – An injury in which the ends of two connected bones separate.

Duration -- (For how long). The length of time in which an activity or exercise is performed. Duration is generally expressed in minutes.

Energy value – It is how much energy the human body can gain from a foodstuff.

Family and peers influence - Corresponds to support from parents and peers at home or community and is recognised to be associated with the physical activity of children and youth and contributing to their overall physical activity".

Flexibility – The capacity of a joint or muscle to move through its full range of motion.

Fracture – It is a medical condition or injury in which there is a partial or complete break in the continuity of the bone.

Frequency- (How often). The number of times an exercise or activity is performed. Frequency is generally expressed in sessions, episodes, or bouts per week

Horizontal plane – A plane or imaginary line that divides the body equally into superior (upper part) and inferior (lower part) parts, usually perpendicular to the spine.

Invasion sports – Is a team game in which the purpose is to move into the opponent's territory while scoring points and keeping the opposing team's points to a minimum, and all within a defined period.

Learning Indicators – Is a clear outcome or milestone that learners must exhibit in each year to meet the content standard expectation.

Martial arts – Any of the traditional forms of physical self-defence or combat that utilise physical skill and coordination without weapons, against the opponent as in karate, taekwondo, judo, or kung fu, often practised as sport.

Muscular endurance – It is the ability of a muscle or group of muscles to sustain repeated contractions against a resistance for an extended period.

Muscular strength – It is the maximum amount of force that a muscle can exert against some form of resistance in a single effort.

Organised sports and physical activity participation- Refers to children and youth who participate in organized sport and/or physical activity programmes and does not provide any information on the dose (i.e., duration, frequency, intensity) of physical activity while participating in sport and organized physical activities.

Overall physical activity- May be informed by various types of data across districts and schools: objective measurement with accelerometers or pedometers (where available), self-report or proxy-report questionnaire as included in Appendices 1, 2, 3 and 4.

Physical Fitness- Corresponds to the ability to perform daily activities with vigour, and to demonstrate traits and capacities that are associated with a lower risk of the premature development of diseases associated with physical inactivity. Cardiorespiratory endurance, muscular endurance, muscular strength, body composition, and flexibility are the health-related components of physical fitness.

Physical inactivity – It is a state in which people do not get the recommended level of regular physical activity.

Principles – A basic idea or rule that explains or controls how something happens or works.

Rally – A sequence of back and forth shots between players, within a point. It starts with a serve and return of the serve, followed by continuous return shots until one fails to return the shot which ends the rally.

Rhythmic gymnastics – A form of activity involving movements using hand apparatus such as balls, hoops, and ribbons.

Rounders – a striking and fielding team game that involves hitting a small, hard, leather-cased ball with a rounded end wooden, plastic or metal bat. The players score by running around the four bases on the field.'

School influence - Based on the potential significant amount of time that children and youth spend at school, this environment is a strategic sector for the promotion of physical activity. Physical activity opportunities can be provided to children and youth in the school environment through physical education, lunch, and recess breaks, and in intramural competitive and non-competitive activities before or after school.

Sedentary behaviour – Refers to any waking behavior characterized by an energy expenditure ≤1.5 metabolic equivalents, while in a sitting, reclining, or lying posture. The screen time, that refers to the time spent on screen-based behaviors, is often used as a proxy for sedentary behavior in research. Screen time can be performed while being sedentary or physically active, however this behavior has been shown to be associated with a variety of negative health outcomes among children and youth

Self-space – All the space that the body or its parts can reach without traveling away from a starting location.

Sprain – Over stretching or tearing of ligaments — the fibrous tissue that connect bones together at a joint.

Sprint – Refers to intense activity at a heightened speed over a short distance or period. It typically describes fast-paced physical activity, whether it be running, cycling, swimming or a more abstract form of movement.

Strands – Are the broad areas/sections of the subject content to be studied.

Strain – A bodily injury resulting from overexertion or an excessive use of a muscle.

Strategies – A method or plan for making, doing, or accomplishing something.

Sub-Strands – Are the topics within each strand under which the content is organised.

Traditional games – They are those games within a society that people have played for many years, because participation gives them a chance to practice something that has meaning within their society.

Type of physical activity- (What type). The mode of participation in physical activity. The type of physical activity can take many forms: aerobic, strength, flexibility, balance

Unconsciousness – An Interruption of awareness of oneself and one's surroundings, or lack of the ability to notice or respond to stimuli in the environment.

Vertical plane – A plane or imaginary line that divides the body equally into left and right (Sagittal) or in to back and front (Frontal) parts.

Appendix 7: Classification of Sports by Level of Contact

In order to provide diversity, adaptations and variations for sports and physical activity content selection, the table of sports and games classification is included below to help teachers and learners to better understand the scope of the content to be covered, especially sub-strand 3 (organised sports and physical activity participation) in the physical activity education strand.

FULL-CONTACT SPORTS	LIMITED-CONTACT SPORTS	NON-CONTACT SPORTS

a) Invasion sports
  i. Football
  ii. Basketball
  iii. Field hockey
  iv. Handball
b) Martial arts
  i. Judo
  ii. Karate
  iii. Taekwondo
  iv. Boxing
c) Traditional wrestling
  i. Arm wrestling
  ii. Abotri/kukule
	a) Stick and ball sports
	  i. Cricket
	  ii. Rounders
	  iii. Baseball
	  iv. Softball
	  v. Tsasikele
	b) Hand and ball sports
	  i. Volleyball
	  ii. Netball
		a) Athletics
		  i. Relay adaptations
		  ii. Throwing events
		  iii. Jumping events
		b) Ball and racket/bat sports
		  i. Tennis
		  ii. Table tennis
		  iii. Badminton
		c) Individual/target sports
		  i. Local archery- Atsa
		  ii. Golf

Appendix 8: Categories of Traditional Activities

SELF-DIRECTED ACTIVITIES	CONCEPTUAL ACTIVITIES	COOPERATIVE ACTIVITIES	SOCIO-RELATIONAL ACTIVITIES
1. Ahurukutu 2. Aniis 3. Atlibo 4. Bo Mframa 5. Chasikelen 6. Bofako 7. Hwiibom 8. KereKere 9. Kwaakwaa 10. Moobo 11. Pietor 12. Toen Younin 13. To Koa No	1. Dua-Oo-Dua 2. Kokrokoo 3. Kyekyekule 4. Masi-Masi 5. Otoosa	1. Abasakonw 2. Asoba 3. Denkyem So Me Dua Mu 4. Dazalla 5. Langa 6. Mitu Mituo 7. Obiarra Yewoo No Kwasiada 8. Ozimzim 9. Kale 10. Kpe Do KpetoGbo 11. Sia Deka Meyi 12. Tuwe Tuwe – Mamprobi 13. Zangina Tobikayulika	1. Agblatseetse 2. Bu Dikyi Fam No 3. Daakuulanga 4. Kwaanikwaan 5. M'foBie Loo 6. Odo Handkerchief 7. Nsamanfuo Agoro 8. Wuriba-Bari
GROUP DANCE	INDIVIDUAL-DUAL DANCE	BOARD-FLOOR ACTIVITIES	

1. Awandobele	1. Adowa	1. Agya Wo Ho	
2. Dugu	2. Anteada	2. Gau	
3. Gangang	3. Adumbire	3. Kremesim	
4. Mwetanku	4. Kolgo, TuaTua	4. KugahSoah	
5. NobaBie	5. Ayisimono	5. Nsakwakyri	
6. Ntan	6. Fontonfrom	6. Orefa	
7. N Yagse Yagse	7. Kpo Dada	7. Pitinga	
8. Nwemboaba	8. Npelege Nyine	8. Sukuu Aba	
9. "O" Africa	9. Sikyi	9. Wapena	
10. Takai			
11. Wah DosiLeng Tolle			
12. Hoo Londore Ho!			
13. Wan Tia Dooni			
14. Bamaya			

SAMPLE VIDEOS

1. Kyekyekule/Sansankroma - https://youtu.be/os4GS102Rei

2. Takai- https://www.youtube.com/results?search_query=Takai | https://www.youtube.com/watch?v=e-BYTrH-zIVk

3. Song-Baamaaya- https://www.youtube.com/watch?v=v5h8tcigs0e

4. Documentary traditional Games- https://www.youtube.com/watch?v=wqpsrBtbr64 | https://www.youtube.com/watch?v=zdDWHOhAWkY

5. GA KPANLOGO MUSIC AND DANCE- https://www.youtube.com/watch?v=1zb69xgp5Ho

Worksheet 1: FOOD NUTRIENTS, SOURCES AND FUNCTIONS

S/N	FOOD NUTRIENT	SOURCE	FUNCTION

Worksheet 2: COMMON DISEASES ASSOCIATED WITH SEDENTARY BEHAVIOUR

S/N	DISEASE	SPECIFIC EFFECT	PREVENTIVE ACTIVITIES

Worksheet 3: COMMON SPORTS AND PHYSICAL ACTIVITY INJURIES

S/N	COMMON INJURIES	TICK √		CAUSES
		MINOR	MAJOR	

Appendix 9: GUIDELINES FOR THE FORMATION OF PROFESSIONAL LEARNING COMMUNITIES (PLCs)

The National Council for Curriculum and Assessment (NaCCA), as part of the strategies for an effective implementation of the Common Core Programme Curriculum for Basic 7 (JHS1) – Basic 10 (SHS1) has come out with guidelines for the formation of Professional Learning Communities (PLCs).

FORMATION OF PROFESSIONAL LEARNING COMMUNITIES (PLCs)

The focus of education in recent times has been on *transformation.* Currently, most countries are shifting from block scheduling to tele-collaborative projects, from discovery learning to authentic assessment, etc. In realising these transformation agenda, new ideas for efficient education delivery and best performance attainment levels come and fade away or metamorphose into other models. One of these is the concept of Professional Learning Communities (PLCs). This has taken the central stage in most advanced countries in their quest for making education delivery robust and responsive in meeting their developmental needs. Ghana is no exception.

An article published by *Glossary of Education Reform* describes the professional learning community (PLC), as a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of learners." According to Hord (1997b), "professional learning community is seen as a powerful staff-development approach and a potent strategy for school change and improvement." A PLC is a learning approach where teachers are activated as learning resources.

Generally, PLCs are considered as collegial groups of administrators and school staff who are united and committed to learners' learning. They function as an effective strategy for building school capacity around core issues of teaching and learning (Darling-Hammond, 1995). They serve as a mechanism to transform school culture. In other words, PLCs connect teachers with information, strategies, and best practices.

How is PLC formed?

- The head-teacher through consultation with his/her teachers and the major stakeholders (PTA, SMC, school improvement support officer (SISO), the education directorate, etc.) puts a committee in place.

- The committee is headed by a ***curriculum lead*** who must be a staff of the school.

What are the terms of reference of the committee?

The PLC in consultation with the entire membership and other stakeholders:

- agrees on the PLC session (or meeting) schedules for the term;

- identifies for PLC sessions, individual challenges in effective lesson delivery and innovative practices in teaching;

- creates common platform for members to share ideas, skills, knowledge and experiences;

- Identifies and invites facilitators for each session;

- Ensures that the focus of the school is changed from teaching to learning;

- Sets SMART goals for best practices in the school to meet expected performance outcomes and targets;

- collates data on all issues that relate to teaching and learning in the school for informed decisions;

- keeps records of attendance of members during PLC meetings;

- considers ways of changing the school's climate positively;

- plans and shares best practice lessons and integrated cross-curricular projects to all staff;

- creates a database on learner achievement scores that guides decisions for interventions;

- reviews and reflects on school data to plan instruction across the school curricular;

- considers extra-curricular experiences for learners.

What are some Characteristics of an Effective PLC?

- Shares values and norms.

- Creates time for collaborative work.

- Focuses collectively on learner's learning.

- Encourages collaborative work by creating common work spaces using proximity.

- Ensures leadership support for all PLC activities – school heads must be supportive.

- Respects and trusts one another.

What are the Guidelines for PLC's Activities?

- PLCs should be conducted once every week.

- The session should be for a minimum of one hour and should be set as the last hour of the day.

- The head of school will take the lead role.

- Roles should be assigned to encourage participation.

- The activities must focus on the Common Core Programme (CCP) Subjects-Curricula.

- The agenda for the next meeting should be developed at the end of each meeting for participants to prepare adequately for effective participation.

The minutes for each meeting should be made available after each session and sent to the regional PLC platform for headquarters' validation. The platform will be made up of the following officers from the Metropolitan, Municipal, District and Regional level:

- Training Officers

- Supervision and Monitoring (S&M) Officers

- Basic School Coordinators

- Heads of School

- School Improvement Support Officers (SISOs)

- Curriculum Leads

 NB: PLC sessions should be conducted from the second week of the term through to revision week.

Who are the Key Actors in the PLC?

- District Education Oversight Committee (DEOC)

- MMD Director of Education

- MMD Head of Monitoring and Supervision,

- School Improvement Support Officer (SISO)

- Head of School

- Curriculum Lead

- JHS and SHS subject teachers

MMD Education Oversight Committee

- Validates the PLC programmes

- Develops guidelines for the effective implementation of all PLC programmes in the MMD

- Provides a supervisory role for the MMD Education Office in the performance of duties relating to PLC programmes and activities.

MMD Director of Education

- Approves the calendar for the integration of PLC activities into MMD plan

- Provides overall leadership and supervision of all PLC activities in the MMD and assigns targeted roles and responsibilities to subordinates.

MMD Supervision and Monitoring Officer

- Develops, in collaboration with DDE and School Improvement Support Officers (SISOs), a plan for monitoring Fidelity of Implementation (FOI) initiative and the overall evaluation of the success of the PLC initiative.

- Reviews (with support from SISOs) monitoring, evaluation & fidelity of implementation data for each term and implement needed changes. In consultation with the DDE, select/recruit curriculum leads for the PLC for each school.

School Improvement Support Officer (SISO)

- Participates in the selection/recruitment of curriculum leads for the schools.

- Collects, collates, and submits to the MMDEO M&E and FOI data (nature of data and regularity of collection and reporting to be determined by GES in consultation with NaCCA).

- Identifies the training needs of the heads of schools and subject-teachers in partnership with the MMD Training Officer.

- Trains the heads of schools and curriculum leads and refers matters relating to attitudes and behaviours that are detrimental or advantageous to the intervention to the MMD Head of Monitoring and Supervision for moderation, share/promote the experiences of the various interventions among schools under his supervision.

Head of School

- Attends initial training on PLC programme

- Ensures the support of the School-based Management Committee (SMC), Parents-Teacher Association (PTA) and other stakeholders for the PLC programmes.

- Ensures the active participation of all teachers during PLC Sessions, as well as the implementation of innovative lesson-delivery strategies and best practices discussed at PLC meetings.

- Identifies and puts in place measures to acknowledge teachers who make an effort to implement best practices discussed at PLC meetings.

- Puts in place measures to monitor and report on learners' progress concerning performance indicators and established national performance standards.

- Adopts the FOI of learning for accountability.

JHS and SHS Subject Teachers

- Participate actively in all PLC Sessions (activities and programmes).

- Follow the revised CCP Curriculum, prepare scheme of learning and lesson plans/notes according to specification and keep track of challenges or difficulties encountered.

- Try out new teaching activities, strategies and practices discussed during PLC Sessions.

- Share challenges and successes with teaching colleagues in future PLC meetings.

How Do We Conduct an Effective PLC Session?

Pre-Discussion

- Register and introduce participants and key facilitators if any.

- Nominate a PLC secretary to take note of discussion points.

- Identify and discuss challenging themes, i.e. themes evolving from the CCP Curriculum training and implementation.

- Identify and invite an expert or colleague with in-depth knowledge of the theme identified to facilitate a PLC session or lead the discussions.

- Assign specific themes to different teachers (members of the PLC) to research and lead future PLC sessions.

- Encourage mutual discussions and contributions by all members.

Discussion stage (action)

- The lead facilitator takes participants through the content and demonstration lessons (where applicable) associated with the theme.

- Facilitation should be participatory, engaging and interactive.

Post-Discussion Stage

- At this stage participants evaluate the content and demonstration lesson learnt and assess the extent of improvement through reflection and debriefing.

- The agenda for the next meeting should be developed (or agreed upon) at the end of each meeting for participants and the PLC lead to prepare adequately for effective participation.

- Participants are expected to improve on their daily teaching skills through leading questions.

- Participants are encouraged to use group platforms strictly dedicated to PLC for professional learning and providing colleagues with useful professional materials.

Who Monitors the Activities of PLC?

- The Ghana Education Service (GES)

- Headteacher
- Circuit Supervisor
- MMD Monitoring Officers
- Regional Monitoring Officer

- National Inspectorate Board (NIB)
- National Teaching Council (NTC)
- National Council for Curriculum and Assessment (NaCCA)

http://www.allthingsplc.info/
http://www.sedl.org/pubs/change34/2.html
http://www.inspiringteachers.com

CONTINUOUS PROFESSIONAL DEVELOPMENT DAY (CPDD) FOR JHS BEGINNING 2020/21 ACADEMIC YEAR

Teachers in the Public JHS shall observe a Continuous Professional Development Day beginning 2020/21 Academic Year.

The observation of the CPDD shall help the teachers (facilitators) develop and/or adopt new strategies for teaching which will help them overcome identified challenges in their day to day activities as teachers (facilitators). Continuous Professional Development is in two folds:

1. **Professional Learning Communities (PLCs)**

   PLC, as explained earlier, is a group of educators and other stakeholders who meet regularly to share expert knowledge, skills and experiences for the improvement in the performance of learners, through effective lesson delivery and assessment. PLCs serve as an innovative mechanism for transforming the learning culture and social environment of the school. It connects and equips teachers from not only the same school, but from other schools within or outside the geographical location with information, learning and teaching strategies and best practices.

   About 50 minutes (one period of co-curricular activities) has been assigned to PLC activities every week on the school's timetable. It can be organised at the cluster or circuit level as well as subject-based. On PLC days, learners will close and go home while teachers meet at PLC sessions to learn and share ideas,

concepts, skills, knowledge, and experiences to upgrade and improve themselves.

2. **Continuous Professional Development Days (CPDDs)**

   This will be organised once every quarter – 4 times a year. On these days, learners will be given a holiday to stay at home. Teachers will have a full training day to update their content knowledge, sharpen their lesson delivery and pedagogical skills, as well as share experiences and best practices – leadership for learning, conducive social environment, sustainable learning concepts, etc.

Appendix 10: DESIGNING SCHOOL-BASED TIMETABLES

A **school timetable** is a table for regulating and coordinating activities of the learners, teacher and school. Timetables are cyclical. These activities recur every week or every fortnight (in cases of shift schools).

The timetable for the Common Core Programme (CCP) Curriculum to be rolled out in the 2020/21 academic year has the following characteristics.

1. **Proposed Contact Hours (Time on Task)**

Number of periods per day:	8 periods
Number of periods per week:	40 periods (8 periods × 5days)
Duration per period:	50 minutes

2. **Length of School Day**

Time on Task:	400 minutes (50 minutes x 8 periods)
Break Time	60 minutes (two breaks at 30 minutes each)
Extra-curricular activities	50 minutes per day
Total length of school day	510 minutes (8.5 hours)

3. **Proposed options for Length of School Day**

S/No	Lessons Start	Lessons Close	Extra-Curricula
1	7.00am	2.40pm	2.40pm – 3.30pm
2	7.30am	3.10pm	3.10pm – 4.00pm
3	8.00am	3.40pm	3.40pm – 4.30pm

4. **Proposed Co-Curricular Activities**

- Life and Psychosocial Skills:
  - *Sports and Games*
  - *Tourism, Arts and Culture Club*
  - *STEM Club*
  - *Creative Writers/Debaters Club*
  - *Human Rights Club*
  - *Friends of the Earth Club*
  - *NGO Activities: Talks and Sensitisation etc.*
- Research, Science, Agriculture (Gardening) and Community Project
- Entrepreneurship Development, Guidance and Counselling.
- Library, Sustainable Learning and Study Skills
- Professional Learning Community (PLC), CPD and School/Cluster-based INSET

5. **Period Allocations for Subjects**

Subject	No. of Periods
Mathematics	4
English	4
Ghanaian Languages	3
French/Arabic	3
Science	4
Computing	3
Social Studies	3
Religious and Moral Education	3
Career Technology	4
Creative Arts and Design	4
Physical Education	3
Worship and Library Studies	2
TOTAL	**40**

Timetable Template

	30m	1 50m	2 50m	B1 30m	3 50m	4 50m	5 50m	6 50m	B2 30m	7 50m	8 50m	Co-Curricular
M	A S S E M B L Y & R E G			B R E A K					B R E A K			
T												
W												
T												
F												

- **Things to consider when populating the Timetable**

  In populating the template to develop a school-based community friendly timetable, the officer should consider the following:

  - Local dynamics – average walking distance from home to school.

  - Socio-cultural and economic activities etc. within the community.

  - If possible, the periods for Mathematics and the languages should be completed before lunch.

  - Activity-based lessons such as Computing, Career Technology, and Creative Arts and Design can be organised after lunch.

  - PLC should be allocated one of the 5 slots for co-curricular activities.

For further inquiries contact
National Council for Curriculum and Assessment (NaCCA)
Tel. No. +233 302 909 071
Email: info@nacca.gov.gh
Website: www.nacca.org.gh

Appendix 11: Assessment in the CCP Curriculum

The ultimate goal of Assessment is to improve Learner's learning

[This document was prepared by the Assessment Unit of NaCCA led by Antwi Aning]

Introduction: What is Assessment?

Assessment is the process of collecting information or evidence of learning and achievements and using it to improve teaching and learning. It is about getting to know our learners and the quality of their learning. It is an ongoing process for gathering evidence of learning and using it to enhance learners' learning.

Why assess learners in our classrooms?

Assessment is the bridge between teaching and learning and the central process in effective instruction.

Generally, we assess to find out:
- what learners know
- what learners can do, and how well they can do it
- improve learners' learning
- gather evidence of learning
- inform instruction
- yield information about areas of weakness and problems of teaching and learning
- show the strength and weaknesses of learners
- identify individual differences and achievement gaps among learners
- assist teachers in the process of remediation.
- determine whether expected outcomes have been met

The CCP curriculum will be assessed both formatively and summatively but the outcome of both assessments will be used to move learning forward.

Formative Assessment

Formative Assessment is a concept which covers various approaches for using assessment to improve learners' learning. Two of such approaches are assessment **for** learning and assessment **as** learning. Formative assessment deals with finding out on day-to-day basis, information about learners' progress and difficulties so that immediate measures can be taken.

Any instructional activity that allows teachers to uncover the way learners think about what is being taught and which can be used to promote improvements in learners' learning can serve a formative purpose. Formative Assessment supports learning during the learning process.

Characteristics of Effective Formative Assessment

- Clarifying, understanding, and sharing learning goals and criteria for success with learners.
- Creating effective classroom discussions, questions, activities, and tasks that offer the right type of evidence of how learners are progressing to the agreed learning goals.
- Providing feedback that moves learners forward.
- Activating learners as learning resources for one another.
- Activating learners as owners of their own learning.
- Using varied instructional methods to meet diverse learner's needs.
- Using varied approaches to assessing learner's understanding.

(Thompson & William, 2007)

Summative Assessment

It is an assessment which is generally taken by learners at the end of a unit, a term or semester, end of year or a course to demonstrate the "**sum**" of what they have or have not learned.

- Usually, it is called Assessment of Learning
- It compares learners' knowledge or skills against standards or benchmarks.
- It evaluates mastery of learning and offers information on what learners know and do not know.
- It provides educators with the metrics to know what's working and what's not.

- Usually, it is high stakes, for example when used for promotion, admission, certification, selection, accountability, etc.

- Can also be used formatively if it provides feedback to inform teaching and learning.

- Does not provide teachers with vital information to use in crafting remedial instruction.

- Plays a pivotal role in education by trouble-shooting weaknesses in the system despite its shortcomings.

- Provides educators with valuable information to determine the effectiveness of instruction for a particular unit of study, to make high-stakes decisions and to evaluate the effectiveness of schoolwide interventions.

- Works to improve overall instruction.
    - by providing feedback on progress measured against benchmarks,
    - by helping teachers to improve, and
    - as an accountability instrument for continuous improvement of systems (Hart et al., 2015).

Formative Assessment Approaches

1. Assessment for learning (AfL)

Assessment for Learning (AfL) is an approach, integrated into teaching and learning, which creates feedback for learners to improve learning. i.e. occurs when assessment and learning are integrated.

AfL is not a means of evaluating schools, teachers or learners, rather it is a feedback mechanism.

It provides learners with rich, meaningful and timely feedback on their learning and progress throughout a programme of study. Assessment for Learning is an ongoing part of teaching & learning in which both teachers and learners share the responsibility for learning. It can take many forms, and may be either formal or informal (Yorke 2003). With AfL, teachers can understand better how their learners are learning and use this to plan what they will do next with a class or individual learners. AfL helps the learner to see what they are aiming for and understand what they need to do to achieve those aims. AfL therefore focuses on the teacher and the learners' understanding.

Why is AfL important?

Assessment for learning is a key pedagogical tool for:
- establishing where the learners are in their learning
- establishing where they are going
- working out how to get them there

(William, 2009)

2. Assessment as learning (AaL)

In this approach, learners are their own assessors. They monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning. AaL helps learners to take more responsibility for their own learning and monitoring future directions. Learners are able to learn about themselves as learners and become aware of how they learn. They reflect on their work on a regular basis, usually through self and peer assessment and decide what their next learning will be.

The teacher's role in assessment *as* learning is to:
- model and teach the skills of self-assessment
- guide learners in setting their own goals, and monitoring their progress towards them
- provide examples and models of good practice and quality work that reflect curriculum outcomes
- work with learners to develop clear criteria of good practice

Feedback in Assessment

Feedback is an important component of the formative assessment process. Formative assessment gives information to teachers and learners about how learners are doing relative to learning goals. Giving good feedback is one of the skills teachers need to master as part of good formative assessment. *(Ref: Susan M. Brookhart)*

For feedback to be effective for learners, they need the following:
- an understanding of the desired learning goal;
- evidence about their present position in relation to that goal;
- guidance on the way to close the gap between the two.

Effective feedback should:

- focus on what is being learned (learning outcomes) and how learners should go about it (success criteria)

- occur as the learners are doing the learning, i.e. be given at a time when the response will help the learner improve their learning

- provide information on how and why the learner has or has not met the criteria

- be phrased so the learner can understand how he/she should respond and;

- provide strategies or act as guidance showing how the learner can improve; and

- encourage a dialogue (where appropriate), so the learner can probe for clarification on next steps needed to progress their learning.

Success Criteria

It is important in the learning cycle that the learners and teacher are all aware of what will show that learning has taken place.

Why Are Success Criteria Important?

- Improve understanding
- Empower learners
- Encourage independent learning
- Enable accurate feedback
- Enhance quality assessment which is totally dependent on the use of success criteria

What Are Success Criteria?

'… success criteria summarise the key steps or ingredients the learner needs in order to fulfil the learning goal – the main things to do, include or focus on.' (Shirley Clarke)

Effective Success Criteria

- are **linked** to the learning intention;
- are specific to an activity;
- are measurable;
- are **discussed and agreed** with learners prior to undertaking the activity;

- provide a **scaffold** and focus for learners while engaged in the activity; and

- are used as the basis for **feedback** and peer-/ self-assessment

Sample success criteria

B 2.1.2.3.1 Describe a solid-solid mixture and explain how to separate the components	Low	Medium	High
	I can correctly identify and give an example of a solid- solid mixture	I can form and describe a solid-solid mixture	I can separate a solid-solid mixture into its components

Assessment for Learning Strategies

The following are samples of activities that you can try in your classroom. These can be adapted to be applied to all subjects and stages of education.

Shared Learning Goals

Promote learner's autonomy over their learning progression by sharing with them the learning goals, and most importantly the success criteria.

Learners write or ask questions

For example –
- About what they would like to know on a new topic;

- To ask the teacher or other learners in order to assess their learning;

- To demonstrate their learning/misconceptions/areas they would like to further explore.

Lesson Target Setting

- Make the lesson more purposeful for learners by setting targets at the beginning about what you and the class are going to do;

- These can be referred to through the lesson and/or revisited in the plenary;

- Learners could then show how they have met targets in the plenary and/or set targets for next lesson.

Making Learning Goals Clear

- Put lesson goals on the board at the beginning of the lesson;

- Talk to learners about why they are studying what they are studying;

- Contextualise short-term goals in long-term goals and make real life application clear (e.g. understanding the nature of things in the environment – living and non-living will contribute to our wider understanding of the world around us) and;

- Check with learners whether they understand the goals of the lesson.

Brainstorming

- Brainstorming is a technique used to determine what a learner may already know about a particular topic. Learners often feel free to participate because there is no criticism or judgment.

- Follow this with a clear description of what concepts to be covered in the lesson (to consolidate and clarify understandings)
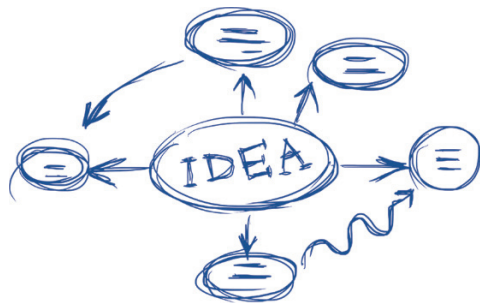
Devising Questions

Devise questions that –
- Challenge common mistaken beliefs about a topic (misconceptions)

- Create conflict that requires discussion

- Explore ambiguity and encourage discussion and clarification

Wait time

- Wait time allows learners time to think and therefore to produce answers. Also, not everyone in the class thinks at the same speed or in the same way – waiting allows learners to build their thoughts and explore what has been asked.

- 2 types of wait time –

- Teacher speaks and then waits before taking learners' responses.

- Learner response ends and then teacher waits before responding. This gives the learner space to elaborate or continue – or for another learner to respond.

Observations

Teacher observations can be made in the course of delivery, during times of questioning and feedback and when learners are engaged in activities, either alone or with peers or groups. Look out for the look of confusion, nod or spark of understanding etc. We observe to be responsive and adjust to keep the learning going or notice when it is time to stop or recap a concept.

Tell your neighbour

- Learners 'tell their neighbour' as a means of articulating their thoughts.

- Ask a question, give thinking time and then ask learners to tell their neighbour their thoughts.

- This can either prepare whole class for 'hands down' questioning (where teacher asks randomly selected learner to contribute) or can precede a whole class discussion.

Think–Pair–Share

Give learners the opportunity to articulate their thinking before answering:

- Allow 30 seconds – 1-minute silent thinking before any answers

- Ask learners to write some thoughts down before answering

- Ask learners to brainstorm in pairs first for 2-3 minutes

- Then, get learners ready to talk about their own ideas or their group's ideas in a whole class discussion

Think–Pair–Square

- Think-Pair-Square is the same as Think-Pair-Share except that learners share their answers with another pair instead of the whole class.

Debates

- Debates enable the teacher to informally evaluate learners' oral work by assessing their oral presentation skills in terms of their ability to understand concepts and present them to others in an orderly fashion.

Post-It /Slate/ Mini-whiteboard/ Rough-workbook

Use post-it notes (or the other materials above) to evaluate learning. Groups, pairs or individuals can answer:

- Did I meet the success criteria?
- What should be done to improve next time?

Or:

- What have I learnt?
- What have I found easy?
- What have I found difficult?
- What do I want to know now?

K – W – L

- At the beginning of a topic let learners create a grid with three columns –

What They Know	What They Want To Know	What They Have Learnt

- They begin by brainstorming and filling in the first two columns and then return to the third at the end of the unit (or refer throughout).
- Variation – extra column 'How Will I Learn?'

Response Partners

- Paired or partnership oral marking. Learners invite a partner or a group to discuss or comment on their work. For it to be effective, learners should be aware of the learning goals and success criteria. They should also appreciate the role of a response partner – to offer positive and constructive feedback around the learning goals.

- Learners could be given prompt questions to ask the person who has done the work.

Exemplar Work

- When setting learners a piece of work, show them examples that make it clear what it is they are being asked to do – and what they need to do in order to meet the assessment criteria.
- Learners could mark exemplar work using the assessment criteria. This will help model what is being asked for and how it relates to the process of assessment.

2 Stars and a Wish

For peer assessment, ask learners to give two stars and a wish.

- Two stars = 2 things that are good about the piece of work.
- A wish = something they can improve to make it even better.

Traffic Lights

Use traffic lights as a visual means of showing understanding. Coloured card or paper could be used.
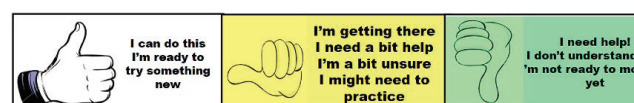

- Variation – Using smiley faces

Where coloured card is unavailable, simple face emojis can be used to communicate learners' understanding.
☺☺☹

Hand Signals

- Hand signals range from learners raising their hands to respond to a question posed by the teacher to a group to "thumbs up/down" signal to determine learners "acknowledged" understanding of a concept or process.

When using traffic lights or hand signal techniques, it is important to ask a few follow up questions to check learners' actual level of understanding. Learners who are confident can also be used to support or explain to others who are not as confident yet.

Show and Tell

- During teaching, you can use mini-whiteboards/slates/rough-work book so that every learner can write or draw their answer and show it to you (or their peers) immediately. Follow up with questioning to check for genuine understanding or to build upon answers especially in subjects like [insert subject] where there is often one answer.

Active Learners

Key to AfL is learners being active, engaged participants in their learning. Think of ways in which content can be manipulated for these ends, rather than the other way round. If the content seems boring make the approach fun or interesting.

Learners write Questions

For example –

- About what they would like to know on a new topic

- To ask the teacher or other learners in order to assess their learning

- To demonstrate their learning/misconceptions/areas they would like to further explore

The classroom could have a question box where learners drop questions at the end of a lesson.

Or, a plenary could involve learners writing questions that the class then work on together, or forms the basis of the next lesson.

Learners ask Questions

Create opportunities for learners to ask questions. This could be of their peers, of the teacher or as a means to develop discussion.

A 'question box' for written questions offers a different means of communication for learners

Allow time for learners to ask questions about pieces of work. This helps open up assessment and eliminate ambiguity

Comment-only Marking

Comment-only marking provides learners with a focus for progression instead of a reward or punishment for their ego (as a grade does).

Comments could be made in books, in a table at the front of their books, in a learning diary or journal. The latter are helpful for teacher and learner to track the progression of comments and see improvement.

Comments should make it clear how the learner can improve.

Plan activities and work with feedback in mind – let the design assist the process.

Mid-unit Assessment

Having an assessment at the end of a unit may not provide time for you to go over areas learners have struggled with, or in which there are general misconceptions.

Timing assessment during a unit allows time to review, reflect and revisit. It also gives the teacher an opportunity to focus explicitly on areas of weak understanding supported by evidence.

Might

When questioning, insert the word 'might' to give learners greater opportunity to think and explore possible answers.

e.g.

What is meaning of democracy?

What might the meaning of democracy be?

The first infers a single answer known by the teacher whereas the second is inherently more open.
What might the Great Depression look like today?

Wait time

Wait time allows learners time to think and therefore to produce answers. Also, not everyone in the class thinks at the same speed or in the same way – waiting allows learners to build their thoughts and explore what has been asked.

2 types of wait time –

i) Teacher speaks and then waits before taking learners' responses.

ii) Learner's response ends and then teacher waits before responding. This gives the learner space to elaborate or continue – or for another
learner to respond.

Open vs closed

Closed questions can be useful however they are not great at facilitating the use of abstract thinking skills, encouraging talking or eliciting much understanding. Open questions are more likely to do this and thus improve learning. E.g.

Did you go out last night? - (How can you make this question open?)

What did you do after school yesterday?

Exemplar Work

When setting learners a piece of work, show them examples that make it clear what it is they are being asked to do – and what they need to do in order to meet the assessment criteria.

Learners could mark exemplar work using the assessment criteria. This will help model what is being asked for and how it relates to the process of assessment.

Learner Marking

By taking part in the process of assessment, learners gain a deeper understanding of topics, the process of assessment and what they are doing in their own work. This helps to make them more aware of 'what learning is' and thus see their own learning in this way.

Learners could self- or peer- mark homework or assessments.

This could be done in pairs or individually with a learner-made or 'official' mark-scheme.

Lesson Target Setting

Make the lesson more purposeful for learners by setting targets at the beginning about what you and the class are going to do.

These can be referred to through the lesson and/or revisited in the plenary.

Learners could show how they have met targets in the plenary and/or set targets for next lesson.

2 Stars and a Wish

For peer assessment, ask learners to give two stars and a wish.
Two stars = 2 things that are good about the piece of work
A wish = something they can improve to make it even better

Two stars and a wish

Articulate then Answer

Give learners the opportunity to articulate their thinking before answering –

- 30 seconds silent thinking before any answers
- Brainstorm in pairs first for 2-3 minutes
- Write some thoughts down before answering
- Discuss with your neighbour first

Tell your Neighbour

Learners 'tell their neighbour' as a means of articulating their thoughts.

- Ask a question, give learners time to think and then ask learners to tell their neighbour their thoughts.

- Tell learners what the new topic is and ask them to tell their neighbour everything they know about it.

Idea Thoughts
When you have received an answer to a question, open up the thinking behind it by asking what others think about the idea. E.g. "What do others think about _____'s idea?"

Devising Questions
Devise questions that –
- Challenge common misconceptions
- Create effective classroom activities, questions and tasks that prompt the right type of discussions
- Explore ambiguity and encourage discussion and clarification

Learning Journal
Create a learning journal in which learners can reflect and review their learning. It could include plenary activities, a target setting chart, aims and goals, etc.

Group Feedback
Group feedback to a teacher concerning peer-assessment of work can help make the teacher aware of learning needs in a manageable way.

If a group feeds back then it draws more attention and presents information that has already been ordered and sorted (meaning less repetition for the teacher).

Peer Marking
Learners mark each other's' work according to assessment criteria.

Encourages reflection and thought about the learning as well as allowing learners to see model work and reason past misconceptions.

Opportunities to do this throughout individual lessons and schemes of work.

Teach Collaboration
Peer assessment requires learners to act collaboratively. Indeed, AfL is a collaborative enterprise therefore, explicitly teach skills of collaboration.

This process can be assisted by discussing collaboration with learners and making it visible as a part of the classroom.

Traffic–Light Revision
When revising a topic or subject, work through the different areas with learners and ask them to traffic light according to their grasp of each.

Subsequently, learners should be able to target their revision more carefully and engage in it actively, rather than simply reviewing everything they have done or reading passively over their entire notes.

Group Answers

Learners work in small groups to agree on answers – when tests are returned or in other situations.

The process of agreeing should include reasoning over the validity of the consensus answer, as well as reasoned negation of misconceptions or wrong answers.
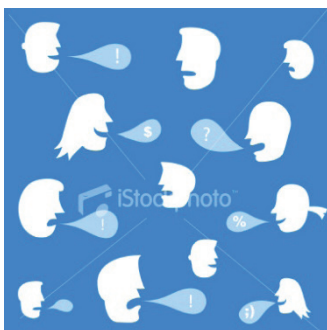

Think–through Talking

Talking allows learners to articulate their thoughts and thus to learn.

Encourage thinking through talking with –

- Discussion activities

- Structured group/pair work

- Modelling by teacher and learners (small group work increases the 'surface area' of talk in the classroom as opposed to whole class discussions)

Communication

Ask learners to communicate thinking through different mediums – not just writing; drawing, drama, maps, sculpture etc.

The medium is the message and therefore circumscribes to some extent how communication can take place. Using alternative mediums allows the teacher to 'see' learners' understanding from different angles.

Appendix 12: ABRIDGED GUIDELINES FOR THE FORMATION AND MANAGEMENT OF SCHOOL-BASED CLUBS AND SOCIETIES (SCS) FOR THE IMPLEMENTATION OF THE STANDARDS-BASED AND CCP CURRICULA

Introduction

These guidelines provide tips and ideas for teachers and learners on how to establish and manage **SCSs** at the pre-tertiary level of education in Ghana. They also suggest simple activities that the clubs can carry out. However, this is only a start since the real success of the club in your school will depend on the efforts of the leadership of the clubs being creative, thinking outside the box and coming up with innovative ideas, concepts, projects and activities. The innovations are expected to motivate and elicit in members, the desire go the extra mile while having fun as they learn.

What are School-based Clubs and Societies?

School-based clubs or societies are organised groups approved by the school authorities to offer learners the opportunity to participate in activities they enjoy, learn new skills, explore their talents, meet new colleagues, share experiences and engage in healthy competitions. Learners showcase their talents and acquire functional and lifelong skills. Through SCS activities, learners experience the life that exists outside the classroom and school walls. Majority of learners enjoy club activities because they get the occasion to spend time with their friends and engage in activities they consider as fun and interesting**.** School administrators and teachers also like to see learners participate in co-curricular activities as it helps them know the learners better. The learners demonstrate sterling qualities and skills such as leadership, communicative, organisational, critical thinking, problem solving, creative, innovative, collaborative etc. Every School-based club must have a teacher to supervise the club's activities and report to the school head. Learners are to be given leadership positions such as president, vice-president, secretary and organiser.

Why School-based Clubs and Societies?

The **SCS** seeks to:
- Equip the learner with foundational, functional and lifelong skills.
- Strengthen the acquisition and application of the of the 4Rs and core competencies:
  - critical thinking and problem solving skills;
  - creative and innovative skills;
  - collaborative and communication skills;
  - global citizenship;
  - entrepreneurial skills.
- Introduce the learner to research and project-based learning, enhanced community networking and linking of schools and learners.
- Equip learners with the spirit of volunteerism and community service.

What are the suggested SCS for our Schools?

- Community Service Club
- Digital Literacy Club
- Friends of the Earth Club
- Human Rights Club
- Literary Club (Debaters, Creative Writers and Drama)
- Sports and Games
- STEAM (STEM) Club (Currently, there is what is called STEAM Club. It aims to spark the excitement of young people for Science, Technology, Engineering, Art, Mathematics and More. The challenge is that learners focus more on the Sciences and forget about the interrelatedness between Science and the Arts)
- Tourism, Arts and Culture Club

Other clubs approved by the Ghana Education Service (GES)

How Do We Establish SCS?

1) *Planning, Consultation and Stakeholder Engagement:*

- Community engagement is key to the success of your club – this should be kept in mind as well for any community project.

- Talk to staff members, identify interests, hobbies, talents, and skills of learners, and decide with colleagues which club ideas learners will be comfortable participating in.

- Align the interest of colleagues to the interests, hobbies, talents, and skills you have all identified. Get them to commit to helping the club to develop.

- Arrange with the head of school and administration for permission to start a club or identified clubs.

- Talk to parents and other stakeholders (chief, assembly member, etc.) and seek their support.

- Speak to other volunteers in the school and community to get like-minded colleagues to help run the club with you.

2) *Choosing Club Members*

- Choosing club members should mainly be based on the interests, hobbies, talents, and skills of the learner.

- Decide on a class, form or grade level as target group with a focus on inclusion.

- Decide on gender mix; are you targeting more boys or more girls? Why?

- Targeting a particular class or grade level allows for effective monitoring and evaluation.

- It is always helpful to have learners from different classes and programmes represented, so they can learn from one another, and provide feedback about what they learn to their other mates.

- Get enough people interested - at least 1 teacher and at least ten (10) learners.

- Guide club members to elect club officials - president, secretary, organiser, financial secretary, ladies' rep etc.

- Paste names of elected officials on notice board.

- Inform them of their roles and responsibilities through an orientation.

3) *Branding the Club:*

- Get a name for the Club.

- Brainstorm on club's mission - What do you want to accomplish and how it can be done?

- Draw up action plan – what activities and projects will you carry out to accomplish the club's objectives?

- Make paraphernalia, souvenirs and create a Social Media presence on Facebook, Twitter, or a club web blog where you can host an online club magazine. These make learners feel special and have a sense of belonging.

4) *Invitation to Club Members*

- Get parents, CSOs, NGOs, other schools and school heads involved.

- Explain to parents and learners what the club stands for and the benefits it will offer the learner.

- Together with some learners who have bought into the idea of the club, design a membership form.

- Publicise club activities - announce upcoming events and updates of club activities on notice boards, during assemblies and through social media, etc.

- Invite 'specially targeted' learners to the club.

- Keep records of the club's activities – minutes, attendance, projects, etc.

5) *Launch the Club*

- Launch the Club and explain to the members the focus of the club.

- Make the club activities fun and engaging, and perhaps offer some incentives as long as these can be sustained.
- Ensure that the club activities do not become an extension of classroom learning activities.

6) *Keeping it Simple*

- Don't feel any pressure to run complicated activities.
- Simple projects work well for new clubs.
- Meet an hour once every week as captured on the school's timetable.
- Use the club's activities to discuss effective ways of doing things - 'Dos' and 'Don'ts'
- Regularly review your projects and revise your action plan accordingly.

NB: Sample club activities can be downloaded from the internet.

7) *Selecting Club Patrons*

- Club Patrons are volunteers who voluntarily offer their human and material resources to support the activities of the club.
- Consult and select patrons who are willing to support the activities of the club.
- Patrons should be persons whose interests, skills, and hobbies align with the aims, objectives and goals of the club.

8) *Celebrating Achievements*

- Celebrate members for actively participating in the activities and programmes of the club.
- Provide certificates and other souvenirs to members who dedicate themselves.
- These awards could be done during school assemblies and other social gatherings to help raise the profile of the club across the school and also to motivate other learners.
- A journal/diary should be designed to help learners reflect on what they do during club activities.

Community Service

Learners get motivated to practise what they learn at school when they are given the opportunity to undertake community service. They become agents of change in their communities and learn to be proactive citizens. During community service learners are guided to identify common challenges and the relationship between community resources and opportunities to an improved way of life. Some activities they can do are:

- Community projects on climate change, tree planting, clean-up exercises etc.
- Community sensitisation and awareness on emerging issues.

Excursions and Field Trips

Excursions and field trips help learners to gain more insight into socio-cultural and economic issues and offer them an opportunity to have a first-hand experience of what they only hear or read about. They learn about current situations and get informed about how they can improve their performance in other learning areas. Learners can visit:

- Historical and heritage sites;
- Industries and production units;
- Government institutions and departments;
- Botanical gardens or wildlife parks; and
- Power plants using alternative energy sources such as solar, wind, geothermal, etc.

Projects

- Robotics
- Creative Arts productions: art and craft works, theatre and musical concerts etc. to sensitise, educate and entertain
- Tree planting
- Renewable energy projects
- Essay competitions
- Climate change
- Research and surveys

For further information contact NaCCA
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Appendix 13: FIDELITY OF IMPLEMENTATION OF THE COMMON CORE PROGRAMME (CCP)

KEYS (✓ **TICK AS APPLIES**): **YES**: Indicates indicator has been attained

NO: Indicates that indicator has not been attained

N**OT YET:** Indicates that the indicator is yet to be initiated

NEEDS SUPPORT: Indicates indicator where a teacher needs assistance from a SISO, Head teacher, a colleague, a resource person, Curriculum lead or any DEO. A teacher can tick any of the above three and this section. Write specific area the teacher needs support in the Remarks Column. *NB: Not applicable to all indicators*

A. TEACHERS CHECKLIST

S/N	INDICATORS	YES	NO	NOT YET	NEEDS SUPPORT	REMARKS
1.	Prepares and submits lesson notes on time					
2.	Applies differentiation and scaffolding in lesson delivery					
3.	Understands Assessment for Learning, Assessment as Learning and Assessment of Learning strategies					
4.	Frequently uses Assessment for Learning, Assessment as Learning and Assessment of Learning strategies in lessons					
5.	Gives immediate feedback to learners after assessment					
6.	Has teacher learner resource packs available for lesson planning and delivery					
7.	Understands issues of barriers to learning and takes measures to assist learners overcome them					
8.	Partakes in PLC meetings					
9.	Partakes in school clubs and societies					
10.	Assists learners as individuals with differentiated abilities, needs, achievement and learning styles					
11.	Shares learning goals and success criteria with learners before lessons					
12.	Maintains consistent and proactive discipline					
13.	Anticipates classroom challenges					
14.	Remediates where learners have learning difficulties					
15.	Assists learners to reflect and take responsibility of their own learning					
16.	Assists learners set their own goals					
17.	Works with learners to develop clear criteria of good practice					
18.	Supports school administration with assigned tasks and responsibilities effectively					

B. HEADTEACHER

S/N	INDICATORS	YES	NO	NOT YET	NEEDS SUP-PORT	REMARKS
1.	Understands the Core Competencies, 4Rs, Knowledge, Skills, Values and Attitudes	⊙				
2.	Specific remedial programmes are put in place to help learners with learning needs					
3.	Conducts classroom observation (*Select One*) A. Once a week B. Twice a week C. More than once a week C. Once every two weeks D. Once a month					
4.	Provides feedback on classroom observation for teachers to improve teaching and learning					
5.	Supervises records keeping on PLC meetings					
6.	Takes part in INSETS and PLC sessions in the school this term					
7.	Has Curriculum Lead (CL) in the school					
8.	Takes measures to overcome barriers of learning in the school					
9.	Has functional clubs and societies in the school					
10.	Monitors activities of clubs and societies in the school					
11.	Teacher and Learner Resource Packs and other resources for each subject available					
12.	Teaches alongside administrative duties					
13.	Supports teachers to access additional resources for implementation of the CCP					
14.	Involves the community in the implementation of the CCP					
15.	The community provides support to the school in implementing the SBC					
16.	SISO supports the school in the implementation of the CCP					
17.	Aside the SISO, other District Education Officers come to this school to monitor facilities, teaching quality, or teacher attendance					

C. CURRICULUM LEAD

S/N	INDICATORS	YES	NO	NOT YET	NEEDS SUP-PORT	REMARKS
1	Organises PLC meetings in the school *(Select One)* A. Once a week B. Twice a week C. More than once a week C. Once every two weeks D. Once a month	⊕				
2	Keeps record of PLC meetings					
3	Partakes in INSET meetings in the school					
4	Develops and initiates capacity building programmes to support efficient implementation of the CCP					
5	Involves resources person to address challenges during PLC meetings					
6	Has resources to assist during PLCs meetings					

Appendix 14: COMMON CORE PROGRAMME (CCP) CONCEPT

Introduction

In the first four years of high school education, learners are expected to take a Common Core Programme (CCP) that emphasises a set of high, internationally-benchmarked career and tertiary education readiness 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 out- comes 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 the learner's lifetime values, well-being, physical development, metacognition and problem-solving abilities. 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 pro-gramme 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, languages (English, Ghanaian Languages, French and Arabic), career technology, social studies, physical and health education, creative arts and design and reli-gious and moral education.
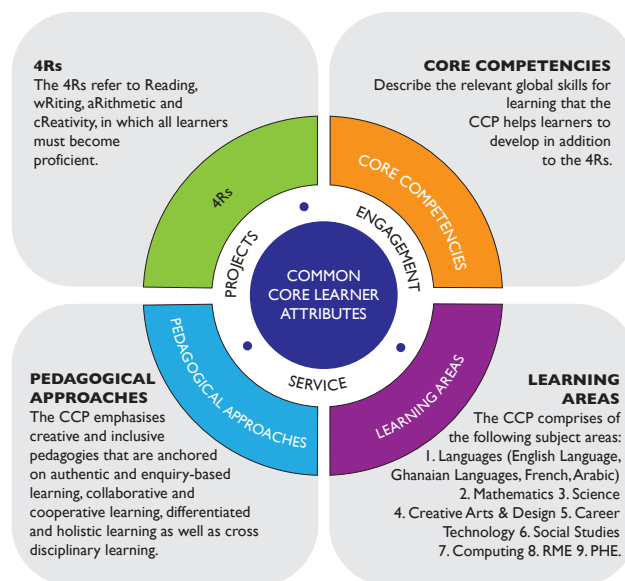

Figure 1: CCP Learner Attribute

These are elaborated subsequently:

Learning and teaching approaches

- **The core competencies**: 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, and culturally and globally sensitive citizens who are life-long learners with a keen interest in their personal development.

- **Pedagogical approaches:** The CCP empha-sises 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 and projects (in and outside classroom).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 endeavour. Community service offers an opportunity for learners to nurture, love and care for, and solve problems in their community.

Learning Areas

The CCP comprises the following learning areas:

1. Languages (English Language, Ghanaian Languages, French, Arabic)

2. Mathematics

3. Science

4. Creative Arts and Design (CAD)

5. Career Technology

6. Social Studies

7. Computing

8. Religious and Moral Education (RME)

9. Physical and Health Education (PHE)

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 the 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 emphasises a set of high internationally-benchmarked career and tertiary education readiness standards. Learners need to acquire these competencies in Physical and Health Education for post-secondary education, work- place 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.

Case Study 1

Consider these two lesson scenarios and then discuss and answer the questions below:

Scenario 1

When the teacher enters her Basic 9 (JHS3) class, some of the learners are shouting at each other; some are talking quietly; some are moving around restlessly and others are quietly waiting for the lesson to begin. She claps her hands and the learners take out their books. The teacher asks the learners what they read yesterday. When they tell her, she asks them to go to the next story, 'The Hare and the Hyena'.

One of the learners, who has been chosen to always be the reader in this class, stands up and begins to read this story. While the boy is reading, some learners are still trying to find their book and others are still talking; many of them do not have a book to follow. Only a few learners are paying attention to the text and listening to the boy read. While this is happening, the teacher completes the attendance register and occasionally looks up and shouts "Hey, look at your books and follow. I am going to ask some questions. All of those who do not answer the questions correctly will have extra homework."

When the text has been read aloud by the reader, the teacher asks a few questions about the text. Those who are listening and know the answers raise their hands and the teacher calls on them to give the answers. The teacher tells the learners to read the text again at home for homework, then the lesson ends.

Scenario 2

When the teacher enters her Basic 9 (JHS3) class she spends a few minutes talking to the class, encouraging them to relax, interact, smile and laugh. The learners see she is carrying a book, 'The Hare and the Hyena' and the teacher holds the book up so all the learners can see it. Then, the teacher introduces the book by asking questions about it to gain their interest. She asks questions at different levels for example:

'What colours are on the cover of this book?' 'What is on the cover of this book?'

'Who do you think are the main characters in this book?' 'What is the name of the book?'

'Who is the author?' What do you think the book is about?

She waits a moment after each question to give an opportunity for all the learners to raise their hands before choosing one to give the answer. Sometimes she asks a learner who hasn't raised their hand, if she thinks they will know the answer but are being lazy. The teacher goes on to ask other members of the class to explain what an author does, and then asks the learners to raise their hands if they know what a hare and a hyena are. She asks if any of the learners have seen these animals and what the animals did.

The teacher asks the learners what they think the hare and the hyena will do in the book. She then asks them to work in pairs to discuss what they think the story is about and how the story might begin and end. After a few minutes, the teacher asks one pair to give the results of their discussion. She asks if any other pairs think the same and they raise their hands. She then asks any of the remaining pairs for their thoughts. Finally, the teacher reads the first part of the story. As homework, she asks her learners to bring stories or information about the animals from their family, community members or elder peers for the next day. She tells them they will read and find out the end of the story tomorrow.

Discuss and answer:

1. Which of the two lessons do you think is most effective, and why?

2. How does the teacher gain and maintain all learners' attention, participation and engagement?

3. What does the teacher do to accommodate all ability levels?

4. How does each teacher assess learning?

5. Can you find any missed opportunities in scenario 2 where the teacher could have used assessment for learning techniques?

6. How does the teacher use existing material and human resources in an interesting way?

Consider the scenario below, observe effective teaching and learning characteristics from the YouTube Video then answer and discuss the questions below:

Scenario: *Observation and Analysis of Effective Teacher & Learner Characteristics in PHE*

You have been asked by the Savannah Regional Director of Education to evaluate their Physical and Health Education Teachers (the Healthy Living Teachers). They want to know who are the most effective and those who are least effective teachers in their schools.

What will you do?

Answer and Discuss:

1. What do you perceive as characteristics of most effective and why? (identify at least three)?

2. Watch a YouTube video on Effective Teaching Skills in Physical and Health Education and assess your perceptions.

3. Click to watch the YouTube video at https://youtu.be/eBBjjvtvRPg

4. How does an effective teacher gain and maintain all learners' attention, participation and engagement?

5. What does an effective teacher need to do to accommodate all ability levels?

6. How does an effective teacher assess learning?

7. State at least three effective techniques of assessment for learning you observed in the YouTube video.

8. From your observation, how does an effective teacher use existing material and human resources in an interesting way?

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