NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT

(MINISTRY OF EDUCATION)

PHYSICAL EDUCATION AND HEALTH COMMON CORE PROGRAMME (CCP)
CURRICULUM FOR JHS1 (B7) - JHS3 (B9)

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MINISTRY OF EDUCATION
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Physical Education and Health Curriculum for Junior High School 1-3

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FOREWORD

The Ministry of Education, acting through the National Council for Curriculum and Assessment (NaCCA) has, in recent times, been working on curriculum and assessment reforms to improve the quality and relevance of learning experiences in pre-tertiary schools in Ghana. This JHS curriculum, is a sequel to the Kindergarten-Primary standards-based school curriculum, the implementation of which commenced with the 2019/2020 academic year. The curriculum focuses on building character and nurturing values, in addition to ensuring a seamless progression for all learners from JHS1 to JHS3 and creates clear continuity in the SHS Physical Education and Health programmes.

In the twenty-first century, memorisation of facts and figures is no longer a sufficient learner attribute. Therefore, the JHS curriculum focuses on the acquisition of the 4Rs (Reading, wRiting, aRithmetic and cReativity) and core competencies to afford learners the ability to apply and integrate knowledge innovatively to solve everyday problems. Personal projects, community projects and community service

The Ministry of Education is committed to ensuring that our schools develop globally competitive high school graduates who have the requisite employable skills and workplace ethos. The JHS curriculum will, therefore, play an important role in this regard. The Ministry will support the effective implementation of the JHS curriculum to include capacity development of all teachers to ensure improved learning experiences and outcomes for our young people.

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

ACKNOWLEDGEMENTS

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INTRODUCTION

In the first three years of high school education, learners cover nine (9) learning areas that emphasise 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. The features that shape the JHS programme are shown in Figure 1 including,

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

4Rs
The 4Rs refer to Reading, wRiting, aRithmetic and cReativity, in which all learners must become proficient.

CORE COMPETENCIES
Describe the relevant global skills for learning that the CCP helps learners to develop in addition to the 4Rs.

PEDAGOGICAL APPROACHES
The CCP emphasises creative and inclusive pedagogies that are anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated and holistic learning as well as cross disciplinary learning.

LEARNING AREAS
The CCP comprises of the following subject areas: 1. Languages (English Language, Ghanaian Languages, French, Arabic) 2. Mathematics 3. Science 4. Creative Arts & Design 5. Career Technology 6. Social Studies 7. Computing 8. RME 9. PHE.

Figure 1: Common Core Learner Attributes
These are elaborated subsequently:

Learning and Teaching Approaches

- **The core competencies**: These describe the relevant global skills for learning that the JHS Curriculum 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 literates as well as culturally and globally sensitive citizens who are life-long learners with a keen interest in their personal development.

- **Pedagogical approaches**: The JHS Curriculum emphasises creative and inclusive pedagogies that are anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated learning, 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 JHS Curriculum places emphasis on engagement of learners in classroom activities and projects (in and outside the classroom). These projects can involve individual or group tasks which all learners are required to complete by the end of Basic Nine. The JHS Curriculum 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 their community and solve problems in the community.

Learning Areas

The JHS Curriculum comprises the following learning areas:

- Languages (English Language, Ghanaian Languages, French, Arabic)

- Mathematics

- Science

- Creative Arts and Design (CAD)

- Career Technology

- Social Studies

- Computing

- Religious and Moral Education (RME)

- Physical Education and Health (PEH)

This document sets out the standards for learning Physical Education and Health at the JHS level. The standards in the document are posited in the expectation that the JHS Curriculum (B7 – B9) will offer

The design of this curriculum is based on the features of the JHS curriculum 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 Education and Health 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.

RATIONALE

Physical Education and Health (PEH), is a new subject label conceptualised to replace the former Physical Education (PE) label offered in pre-tertiary education in the country. The intent of PEH, 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 Education and Health (PEH) 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, and achieve personal satisfaction and enjoyment. The knowledge, skills and attitudes acquired through PEH will enable learners to refine or improve their performances in other learning areas and 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 Education and Health at the basic school level is aimed at developing a functional and holistic learner. At the JHS level, learners are exposed to a range of comprehensive knowledge, skills and attitudes to become critical thinkers, creators and innovators, communicators and collaborators, problem - solvers with a good sense of social and cultural identity. Additionally, the PEH in the JHS Programme is intended to improve the level of 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 PEH component of the JHS programme will address the critical issues regarding the foundation for tertiary level study in the humanities perspectives in sports, scientific perspectives in sports and teaching/pedagogical perspectives upon transition to SHS.

PHILOSOPHY

Teaching Philosophy

Ghana believes that an effective physical education and health needed for sustainable development should be inquiry-based. Thus, Physical Education and Health must provide learners with opportunities to respond, refine, extend, change, enhance and modify the ways in which they view their learning. It should be pivoted on learner-centred Physical Education and Health teaching and learning approaches that engage learners physically and cognitively in the knowledge-acquiring process in a rich and rigorous enquiry-driven environment.

Learning Philosophy

Learning in Physical Education and Health is an active contextualized process of constructing knowledge, based on learners' experiences rather than acquiring it. Learners are information constructors who operate as enquiry-minded individuals. Teachers serve as facilitators by providing the enabling environment that promotes the construction of learners' own knowledge, basedon their previous experiences. This makes learning more relevant to the learner and leads to the development of creative critical thinkers and problem solvers.

AIMS

General Aim

The curriculum is aimed at developing physically literate individuals who are good problem solvers with the ability to think creatively and having both theconfidence and competence to participate fully in the Ghanaian society as responsible local and global citizens.

Specific Aims

The Physical Education and Health curriculum is aimed at developing physical literacy in individuals to become confident, physically competent, motivated and possess knowledge and understanding, that individuals develop 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 able to respond intelligently and imaginatively (creator/innovator).

PROFILE OF EXPECTED LEARNING BEHAVIOURS

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

- Knowledge, Understanding and Application

- Process Skills

- Attitudes and Values

Knowledge, Understanding and Application

Under this domain, learners acquire knowledge through learning experiences. They may also show understanding of concepts by comparing, summarising, re-writing, etc., in their own words and constructing meaning from instruction. The learner may also apply the knowledge acquired in some new contexts.

At a higher level of learning behaviour, the learner may be required to analyse an issue or a problem. At a much higher level, the learner may be required to synthesise knowledge by integrating several ideas to formulate a plan, solve a problem and compose a story or a piece of music. Further, learners may be required to evaluate, estimate and interpret a concept. At the last level, which is the highest, learners may be required to create, invent, compose, design and construct. These learning behaviours, "knowing", "understanding", "applying", "analysing", "synthesising", "evaluating" and "creating" fall under the domain "Knowledge, Understanding and Application".

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

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

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

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

Knowing: The ability to remember, recall, identify, define, describe, list, name, match and state principles, facts and concepts. Knowledge is the ability to remember or recall material already learned and this constitutes the lowest level of learning.

Understanding: The ability to explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based on a trend. Understanding is generally the ability to grasp the meaning of material that may be oral, pictorial or symbolic.

Applying: This dimension is also referred to as "Use of Knowledge". It describes the ability to use knowledge or apply knowledge, rules, methods, principles, theories, etc., to situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, discover, etc.

Analysis: The ability to break down material/information into its component parts; to differentiate, compare, distinguish, separate, identify significant points etc., ability to recognise unstated assumptions and logical fallacies; ability to recognise inferences from facts, etc.

Synthesising: The ability to put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, organise, create, generate new ideas and solutions, etc.

Evaluating: The ability to appraise, compare, contrast, criticise, justify support, discuss, conclude, make recommendations, etc. Evaluation refers to the ability to judge the worth or value of material based on some criteria.

Creating: The ability to use information or materials to plan, compose, produce, manufacture, or construct other material or products. From the foregoing, creation is the highest form of thinking and learning skill and is there- fore the most important behaviour. This, unfortunately, is the area in which most learners perform poorly. To get learners to develop critical thinking and behavioural skills beginning right from the basic level, it is advised that learner is guided to develop analytical and application skills.

Attitudes, Values and Process Skills

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

Attitudes

i. **Curiosity**: The inclination or feeling toward seeking information about how things work in a variety of fields.

ii. **Perseverance**: The ability to pursue a problem until a satisfying solution is found.

iii. **Flexibility in ideas**: Willingness to change opinion in the face of more plausible evidence

iv. **Respect for Evidence**: Willingness to collect and use data in one's investigation and have respect for data collected by others.

v. **Reflection**: The habit of critically reviewing ways in which an investigation has been carried out to see possible faults and other ways by which the investigation could be improved upon. The teacher should endeavour to ensure that learners cultivate the above attitudes and process skills as a prelude to effective academic work.

Values

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

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

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

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

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

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

vi. **Truth and Integrity**: The curriculum aims to develop learners into individuals who will consistently tell the truth irrespective of the con- sequences. In addition, they are expected to be morally upright with the attitude of doing the right thing even when no one is watching. They should also be true to themselves and be willing to live the values of honesty and compassion. Equally important, the ethos or culture of the workplace, including integrity and perseverance, must underpin the learning processes to allow learners to apply skills and competencies in the world of work. The action verbs provided under the various profile dimensions should help the teacher to structure the desired learning outcomes. Select from the action verbs provided for your teaching, for evaluation exercises and for test construction.

Process Skills

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

i. **Receiving**: Refers to controlling a moving object or stopping a moving object using various parts of the body (e.g., stopping, catching, etc.).

ii. **Sending**: Applying force to put an object in motion using various parts of the body and/or using objects (e.g., striking, kicking, throwing etc.).

iii. **Galloping**: Refers to a forward slide movement with a front footstep forward, followed by the transfer of body weight to the back leg.

iv. **Hopping**: Propelling the body up and down on the same foot.

v. **Interpreting**: Ability to explain and communicate the process and outcome of their performance.

vi. **Jumping**: Taking off with both feet and landing on both feet.

vii. **Measuring/recording**: Assessing an individual's performance and keeping records to track the progress of learning.

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

ix. **Practising**: Doing something continuously to achieve mastery and refinement.

x. **Predicting**: Estimating the outcome of learners' actions or performance.

xi. **Recording**: Writing down personal or performance data for assessment purposes.

xii. **Running**: Rapid movement which involves both feet staying off the ground at a time before touching the ground in alternation from one place to another.

xiii. **Skipping**: Refers to a series of step-hop movements on one foot or both feet with and without a skipping rope.

xiv. **Travelling**: Movement of the body from one point to another.

xv. **Volleying**: Striking a ball upward with the foot or hand while in the air.

ASSESSMENT

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

Assessment may be formative, summative, diagnostic, or evaluative depending on its purpose. It is integral to the teaching-learning process, promotes learner learning and improves instruction. In the JHS it is suggested that assessment involves assessment for learning, assessment of learning and assessment as learning, which are described in subsequent paragraphs.

Assessment for Learning (AfL)

Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learner is in their learning, where they need to be (the desired goal) and how best to get them there. AfL is one of the most suitable methods for improving learning and raising standards (Black and William, 1998).

Assessment for Learning also refers to all the activities undertaken by teachers and/or their learners, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. AfL can be achieved through processes such as sharing criteria with learners and effective questioning, and feedback.

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

Assessment as Learning (AaL)

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

Assessment of Learning (AoL)

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

What do we assess?

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

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

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

The process is illustrated diagrammatically in Figure 2.
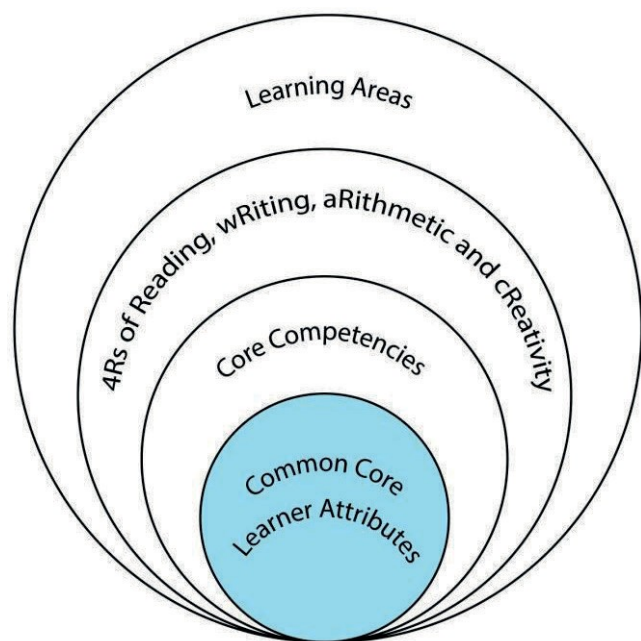
Figure 2: Essential Assessment Features

How do we monitor progress?

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

Table 1 Modes of Assessment

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

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

• Learner's Progress Record (Cumulative Record)

• Learner's Report Card

• School Based Assessment Termly Recording Register

•

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

PEH Physical Activity Report Card

The characteristics of PEH Learner's Report Card is unique and require additional information and detailed guidelines. In general, a learner's report card must express an overall level of physical activity, daily physical activity behaviours and individual characteristics. Details of the Report Card can be found in Appendix D.

Reporting School-Based Assessment (SBA) in the JHS Curriculum

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

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

Level of Proficiency	Benchmark	Grade Level Descriptor
1: Highly proficient (HP)	80% +	Learner shows a high level of proficiency in knowledge, skills and values and can transfer the automatically and flexibly through authentic performance tasks.
2: Proficient (P)	68-79%	Learner demonstrates sufficient level of proficient knowledge, skills, and core understanding; can transfer them independently through authentic performance tasks.

3: Approaching Proficiency (A)P	54-67%	Learner is approaching proficiency in terms of knowledge, skills and values with little guidance and can transfer understanding through authentic performance tasks
4: Developing (D)	40-53%	Learner demonstrates developing level of knowledge, skills and values but needs help throughout the performance of authentic tasks
5: Emerging (E)	39% andbelow	Learner is emerging with minimal understanding in terms of knowledge, skills, and values but needs a lot of help.

The grading system presented shows the letter grade system and equivalentgrade boundaries. In assigning grades to learner's test results, or any form ofevaluation, the above grade boundaries and the descriptors may be applied.

The descriptors (Highly Proficient [HP], Proficient [P], Approaching Proficiency [AP], Developing [D], Emerging [E] indicate the meaning of each grade.

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

SUGGESTED TIME ALLOCATION

A total of three periods a week, each period consisting of 50 minutes, is allocated to the teaching of Physical Education and Health at JHS

Theory and practice should be fully integrated to ensure appropriatepedagogy across the curriculum.

CREATIVE PEDAGOGICAL APPROACHES

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

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

The curriculum emphasises:

- The creation of learning-centred classrooms using creative approaches to teaching and learning as strategies to ensuring learner empowerment and independent learning.
- The positioning of inclusion and equity at the centre of quality teachingand learning.
- The use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind.
- The use of Information Communication Technology (ICT) as a pedagogical tool.
- The identification of subject specific instructional expectations neededto make learning in the subject relevant to learners.
- The integration of assessment for learning, as learning and of learning into the teaching and learning process and as an accountability strategy.
- The use of questioning techniques that promote deep learning.

LEARNING-CENTRED PEDAGOGY

The learner is at the centre of learning. At the heart of the curriculum is learning progression and improvement of learning outcomes for Ghana's young people with a focus on the 4Rs – Reading, wRiting, aRithmetic and cReativity. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the nextphase. Where there are indications that a learner is not sufficiently readyfor the next phase, a compensatory provision through differentiation shouldbe provided to ensure that such a learner is ready to progress with his/her peers.

The curriculum encourages the creation of a learning-centred classroom with the opportunity for learners to engage in meaningful "hands-on" activities that bring home to the learner, what they are learning in school and what they know from outside of school. The learning-centred classroomis a place for learners to discuss ideas and, through the inspiration of the teacher, actively engage in looking for answers through working in groups tosolve problems.

This also includes researching for information and analysing and evaluating theinformation obtained. The aim of the learning-centred classroom approachis to develop learner autonomy so that learners can take ownership of theirlearning. It provides the opportunity for deep and profound learning to takeplace.

The teacher should create a learning atmosphere that ensures:

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

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

Inclusion

Inclusion entails access and learning for all learners, especially those dis- advantaged. All learners are entitled to a broad and balanced curriculumin every school

in Ghana. The daily learning activities to which learnersare exposed should ensure that learners' right to equal access to quality education is being met. The curriculum suggests a variety of approaches thataddress learners' diversity and their special needs in the learning process. These approaches, when used in lessons, will contribute to the full development of the learning potential of every learner. Learners have individual needs and different learning styles, learning experiences and different levels of motivation for learning.

Planning, delivery and reflection on daily learning episodes should take thesedifferences into consideration. The curriculum therefore promotes:

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

- learning that is meaningful because it aligns with learners' ability (e.g., learning that is oriented towards developing general capabilities and solving the practical problems of everyday life); and

- the active involvement of learners in the selection and organisation of learning experiences, making them aware of their importance in the process and enabling them to assess their own learning outcomes.

Differentiation and Scaffolding

This curriculum is to be delivered using creative approaches. Differentiationand Scaffolding are pedagogical approaches to be used within the context ofthe creative approaches.

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

- Task

- One-on-one support

- Outcome

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

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

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

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

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

Common scaffolding strategies available to the teacher include:

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

Information Communication Technology (ICT)

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

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

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

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

CORE COMPETENCIES

In using this curriculum, we hope that certain core competencies will be developed in learners to help them develop our country, Ghana. These competencies include:

Critical Thinking and Problem Solving (CP)

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

Creativity and Innovation (CI)

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

Communication and Collaboration (CC)

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

Cultural Identity and Global Citizenship (CG)

This competency involves developing learners to put country and service foremost through an understanding of what it means to be active citizens.

This is done by inculcating in learners a strong sense of social and economic awareness. Learners make use of the knowledge, skills, competencies, and attitudes acquired to contribute effectively towards the socioeconomic development of the country and on the global stage. Learners build skills to critically identify and analyse cultural and global trends that enable them to contribute to the global community.

Personal Development and Leadership (PL)

This competency involves improving self-awareness and building self-esteem.It also entails identifying and developing talents and fulfilling dreams and aspirations. Learners can learn from mistakes and failures of the past. They acquire skills to develop other people to meet their needs. It involves recognising the importance of values such as honesty and empathy and seeking thewell-being of others. Personal development and leadership enable learners to distinguish between right and wrong.

This skill helps them develop per- severance, resilience, and self-confidence. PL helps them acquire the skill of leadership, self-regulation and responsibility necessary for lifelong learning.

Digital Literacy (DL)

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

INSTRUCTIONAL EXPECTATIONS

Physical Health Education teachers are expected to develop a focus that would ensure or provide support for learners to meet the JHS Content Standards. Therefore, PEH teachers must create a learner-centred learning environment that would promote physical health literacy through high and quality content coverage of the CCP learning indicators, coupled with high response rate, academic learning time-PEH (or regular engagementwith the content), problem-solving, creativity and developing own under- standing of the learning context from personal and experiential perspectives.

STRUCTURE AND ORGANISATION OF THE PEH CURRICULUM

The Physical Education and Health Curriculum is organised into strands, sub-strands, content standards, indicators and exemplars.

Strands are the broad learning areas of the content to be studied.

Sub-strands are the sub-divisions of the broad learning areas or strands

Content standards are the expected level of knowledge, skill and/or attitude that a learner must attain at each grade level.

Indicators are the distinct outcomes that learners must exhibit for each content standard at each level of learning.

Exemplars clearly explain the distinct outcomes or indicators. They sup- port and guide the facilitator/teacher in helping learners to achieve the con-tent standards.

Curriculum Reference Numbers

Example: B7.1.2.3.1

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

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

Class	Content Standard number

B7. 1. 2. 1. 1

Learning Indicator number

Strand number	Sub-strand number
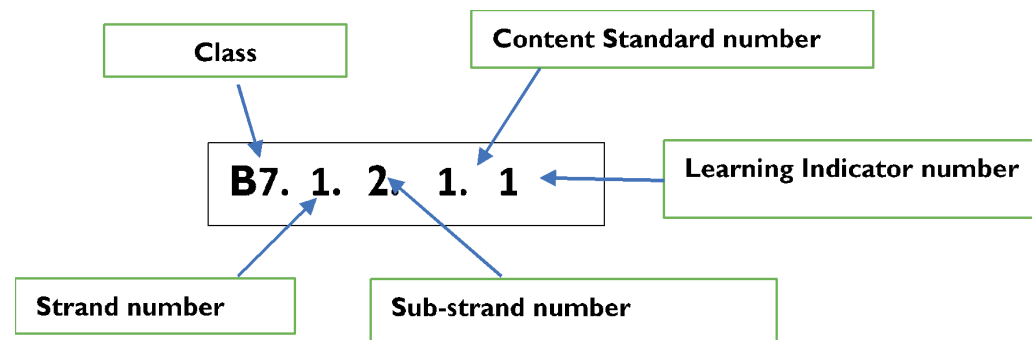
SCOPE AND SEQUENCE

Strand	Sub-strand	JHS 1	JHS 2	JHS 3
1. Health Education	1. Nutrition and Physical Activity	✓	✓	✓
	2. Disease Prevention and Management	✓	✓	✓
	3. First Aid, Injury Prevention and Management	✓	✓	✓
2. Physical Activity Education	1. Traditional Rhythmic Gymnastics, Games and Dance	✓	✓	✓
	2. Physical Fitness	✓	✓	✓
	3. Organised Sports and Physical Activity Participation	✓	✓	✓

JHS I

STRAND 1: HEALTH EDUCATION

SUB-STRAND 1: NUTRITION AND PHYSICAL ACTIVITY
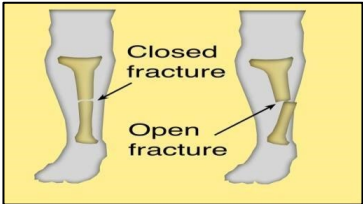
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.1.1.1 **Demonstrate understanding of various food nutrients required for sports and physical activity.**	**B7.1.1.1.1: Discuss food nutrients that influence sports and physical activity participation** **EXEMPLARS** 1. Research and list food nutrients in small groups including: • Energy supplying foods, carbohydrates e.g., cassava, yam, rice, bread, etc. • Body building foods, proteins e.g., meat, fish, egg, etc. • Repair and maintenance foods, vitamins e.g., banana, palm oil, etc. 2. In small groups, discuss the functions of food nutrients in physical activity and think-pair-share list of functions with other groups. Watch the YouTube video on food and culture in Ghana from YouTube (where applicable) to further understanding - https://youtu.be/Fbs5KUz_pe0 https://youtu.be/Fbs5KUz_pe0	**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 **CC 9.2**: Understand and use interpersonal skills **CC8.1:** Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group. **CP5.2**: Analyse and make distinct judgement about viewpoints expressed in an argument.

STRAND 1: HEALTH EDUCATION

SUB-STRAND 2: DISEASE PREVENTION AND MANAGEMENT

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.1.2.1 **Demonstrate understanding of common diseases associated with sedentary behaviours and physical inactivity**	**B7.1.2.1.1: Research common diseases associated with sedentary behaviours and physical inactivity** **EXEMPLARS** 1. Discuss the relationship between sedentary behaviour and physical inactivity. 2. In small groups, research and discuss common diseases associated with sedentary behaviours and physical inactivity and produce a brief report to share. 3. Present the group report on common diseases associated with sedentary behaviours and physical inactivity to the whole class.	**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. **CC9.1**: Demonstrate behaviour and skills of working towards group goals. **CC8.1:** Speak clearly and explain ideas to a group.

STRAND 1: HEALTH EDUCATION

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCES
B7.1.3.1 **Demonstrate understanding of first aid, causes, prevention and management of common injuries in sports and physical activity.**	**B7.1.3.1.1: Describe first aid and evaluate causes of common injuries related to sports and physical activity.** **EXEMPLARS** 1. In small groups, discuss and assess the scope of first aid as applied to sports and physical activity 2. Identify common injuries related to sports and physical activity, e.g. cuts, dislocation, fracture etc. **Cut** **Dislocation** **Fracture** 3. In groups, classify various injuries as either a minor or a major one. 4. Analyse the causes of the common injuries associated with physical activity. E.g., lack of adequate warm-up, inappropriate footwear, and equipment, etc. 5. Demonstrate international procedures of managing physical activity and sports related injuries (wounds, fractures etc.).	**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.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCES
B7.1.3.1 **Demonstrate understanding of first aid, causes, prevention and management of common injuries in sports and physical activity.** **CONT'D**	**B7.1.3.1.2: Demonstrate understanding of preventive management measures for common injuries associated with sports and physical activity.** **EXEMPLARS** 1. In small groups, research and design a guide for preventing common injuries in sports and physical activity settings. 2. Through role play, pick an injury associated with sports/physical activity and demonstrate ways of managing.	**(CC)** Ability to work with all group members to complete a task successfully. **CP5.1**: Ability to combine information and ideas from several sources to reach a conclusion. **CP5.6**: Demonstrate through understanding of generalised concepts and facts. **CC5.1**: Ability to work with all group members to complete a task successfully. **CC: 5.1** Ability to work with all group members to complete a task successfully.

STRAND 2: PHYSICAL ACTIVITY EDUCATION

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
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.)**	**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** **EXEMPLARS** 1. Research, list and perform a variety of conceptual and cooperative traditional games in the locality. 2. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity. *Ampe*	**Cultural Identity and Global Citizenship (CG), Communication and Collaboration (CC)** **CC9.6**: Ability to work with all group members to complete a task successfully. **CG5.3:** Develop and express respect, recognition and appreciation of others' culture.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
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.)**	**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** **EXEMPLARS** 3. Research, list and perform a variety of conceptual and cooperative traditional games in the locality. 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity. *Ampe*	**Cultural Identity and Global Citizenship (CG), Communication and Collaboration (CC)** **CC9.6**: Ability to work with all group members to complete a task successfully. **CG5.3:** Develop and express respect, recognition and appreciation of others' culture.

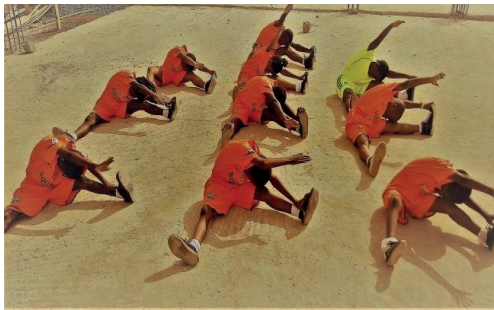| CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.2.1.2 **Demonstrate understanding of the varieties of traditional dances and adaptations for inclusivity and cultural identity (e.g., individual and group dances, etc.)** *Refer to Visual Arts and Design CS B7.2.1.3 for cross-referencing.*	**B7.2.1.2.1: Explore and perform a variety of individual and group traditional dance movements and adaptation for the recognition and appreciation of culture (e.g., adowa, kpo dada, dugu, takai, etc.).** **EXEMPLARS** 1. Research, list and perform a variety of individual and group traditional dance movements from their own locality. 2. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity. Examples of traditional dance movements for viewing and practice: 1. Adowa dance - https://www.youtube.com/watch?v=VnSQihGFUWY 2. Takai dance - https://www.youtube.com/watch?v=soAf1AwhUDk	**Cultural Identity and Global Citizenship (CG), Communication and Collaboration (CC)** **CG5.3:** Develop and express respect, recognition and appreciation of others' culture. **CC9.2:** Understand and use interpersonal skills. **CC9.3:** Understand roles during group activities.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
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** *Refer to Visual Arts and Design CS B7.2.1.3 for cross-referencing* Integrate dance of the minority group or individual in the class	**B7.2.1.3.1: Explore and perform a variety of global and *traditional rhythmic gymnastics* (e.g., synchronised adowa, agbadza, etc.) and adaptation for creativity, communication, and cultural identity** **EXEMPLARS**: 1. Research and synchronise traditional, individual and group dance movements and global rhythmic dance movements for a performance. 2. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity. *Rhythmic dance and gymnastics movements*	**Cultural Identity and Global Citizenship (CG), Communication and Collaboration (CC), Creativity and Innovation (CC)** **CG5.3:** Develop and express respect, recognition, and appreciation of others' culture. **CC9.2**: Understand and use interpersonal skills. **CI:5.1** Examine alternatives in creating new things

STRAND 2: PHYSICAL ACTIVITY EDUCATION

SUB-STRAND 2: PHYSICAL FITNESS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
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)**	**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** **EXEMPLARS** 1. Perform push-ups to determine level of strength in the arms. 2. Perform sit and reach to determine level of flexibility in the lower back. 3. Perform sit-ups to determine level of strength in the abdominal region. 4. Perform a 12-minute run/walk to determine level of cardiorespiratory strength and endurance. 5. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity. **Note: These activities are performed at the individual learner's own ability level and not against any set standard or benchmark.**	**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 **PL5.5:** Desire to accept one's true self and overcome weakness **PL5.5:** Desire to accept one's true self and overcome weakness.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.2.2.2 **Demonstrate the ability to participate in a variety of traditional and global cardiorespiratory activities**	**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** **EXEMPLARS** 1. Perform a variety of cardiorespiratory activities at home and school such as skipping, brisk walking, jogging, running, cycling, etc. 2. Develop and maintain a record of performance (e.g., time and distance covered). *Refer to Visual Arts and Design CS B7.2.1.3 for cross-referencing. Learners must be directed to report the physical exercises, games and dance movements as record of practice of cardiovascular activities.* 3. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity. *Aerobic dance* *Skipping*	**Communication and Collaboration (CC)** **CC9.6**: Ability to work with all group members to complete a task successfully
B7.2.2.3 **Demonstrate the ability to participate in a variety of muscular strength and endurance activities**	**B7.2.2.3.1: Perform a variety of muscular strength and endurance activities for personal fitness development/improvement, muscular fitness, decision-making and goal setting** **EXEMPLARS** 1. Perform a 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 (i.e., bring weight to bear onmuscles). 2. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.	**Personal Development and Leadership. (PL)** **PL5.5:** Desire to accept one's true self and overcome weakness.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.2.2.4 **Demonstrate the ability to participate in a variety of flexibility and balance activities**	**B7.2.2.4.1: Perform a variety of flexibility and balance activities for personal fitness and health development/improvement, decision-making and goal setting** **EXEMPLARS**: 1. 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.) 2. *Refer to Visual Arts and Design CS B7.2.1.3 for cross-referencing. Learners must be directed to report the flexibility in dance movements in the diary as a record of practice of flexibility exercises.* 3. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity. *Sit and reach*	**Personal Development and Leadership. (PL)** **PL5.5:** Desire to accept one's true self and overcome weakness.

STRAND 2: PHYSICAL ACTIVITY EDUCATION

SUB-STRAND 3: ORGANISED SPORTS AND PHYSICAL ACTIVITY PARTICIPATION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
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**	**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** **EXEMPLARS** 1. Apply movement concepts (space, dynamics, relationship, etc.), principles (specificity, adaptation, progression etc.) and strategies in learning beginning level *ball and racket sports* with adaptation and individual pacing. 2. Use adapted rules and equipment to foster inclusion. 3. Create and organise competitions to develop confidence, empowerment, and collaboration 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.	**Creativity and Innovation (CI), Communication and Collaboration (CC)** **CI5.2:** Ability to merge simple/complex ideas to create novel situations or things. **CL6.4:** Imagining and seeing things in a different way. **PL5.4:** Ability to understand one's personality trait.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.2.3.1 (CONTINUED) **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**	**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.** **EXEMPLARS** 1. Apply movement concepts (space, dynamics, relationship, etc.), principles (specificity, adaptation, progression, etc.) and strategies in learning beginning level *athletics* based on individual adaptation and pacing. 2. Use adapted rules and equipment to foster inclusion. 3. Create and organise competitions to develop confidence, empowerment, and collaboration. 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity. *Athletics*	**Creativity and Innovation (CI)** **Communication and Collaboration (CC)** **CI5.2:** Ability to merge simple/complex ideas to create novel situations or things. **CI5.5**: Ability to try alternatives, seeing possibilities, problems and challenges. **CC9.8:** Demonstrate an awareness of the wider team dynamics and work against negative conflict in the team.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7.2.3.1 (CONTINUED) **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**	**B7. 2. 3.1.3: Apply movement concepts, principles, and strategies in performing beginning level** *i*ndividual and target sports (e.g., local archery and golf) to develop ability to solve problems and set goals	**Critical Thinking and Problem Solving. (CP), Communication and Collaboration (CC)**
	EXEMPLARS 1. Apply movement concepts (space, dynamics, relationship, etc.), principles (specificity, adaptation, progression, etc.) and strategies in learning beginning level *individual and target sports.* 2. Use adapted rules and equipment to foster inclusion. 3. Create and organise competitions to develop confidence, empowerment and collaboration. 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity. *Local archery*	**CC9.6**: Ability to work with all group members to complete a task successfully. **CC9.2:** Understand and use interpersonal skills. **CP6.1**: Ability to effectively define goals towards solving a problem.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
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**	**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)**	**Critical Thinking and Problem Solving. (CP), Communication and Collaboration (CC)**
	EXEMPLARS 1. Apply movement concepts (space, dynamics, relationship, etc.), principles (specificity, adaptation, progression, etc.) and strategies in performing beginning level *stick and ball sports.* 2. Use adapted rules and equipment to foster inclusion. 3. Create and organise small-group competitions to develop confidence, empowerment and collaboration. 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity. *Cricket* *Baseball*	**CP5.1**: Ability to combine information and ideas from several sources to reach a conclusion. **CC9.6**: Ability to work with all group members to complete a task successfully. **CC9.8:** Demonstrate an awareness of team dynamics and work against negative conflict in the team.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7. 2.3.2 (CONTINUED) **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**	**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** **EXEMPLARS** 1. Apply movement concepts (space, dynamics, relationship, etc.), principles (specificity, adaptation, progression, etc.) and strategies in learning beginning level *hand and ball sports* based on individual adaptation and pacing. 2. Use adapted rules and equipment to foster inclusion. 3. Create and organise small-group competitions to develop confidence, empowerment and collaboration. 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.	**Creativity and Innovation (CI), Communication and Collaboration (CC)** **CI5.2:** Ability to merge simple/complex ideas to create novel situations or things. **CC 9.6:** Ability to work with all group members to complete a task successfully. **CC9.1:** Demonstrate behaviour and skills of working towards group goals
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.**	**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** **EXEMPLARS** 1. Apply movement concepts (space, dynamics, relationship, etc.), principles (specificity, adaptation, progression, etc.) and strategies in learning beginning level *invasion sports* based on individual adaptation and pacing. 2. Use adapted rules and equipment to foster inclusion. 3. Create and organise small-group competitions to develop confidence, empowerment, collaboration and talent identification. 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.	**Creativity and Innovation (CI), Communication and Collaboration (CC)** **CI5.2:** Ability to merge simple/complex ideas to create novel situations or things. **CC9.6:** Ability to work with all groups members to complete a task successfully.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7. 2.3.3 (CONTINUED) **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**	**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** **EXEMPLARS** 1. Apply movement concepts (space, dynamics, relationship, etc.), principles (specificity, adaptation, progression, etc.) and strategies in learning beginning level *martial art* based on individual adaptation and pacing. 2. Use adapted rules and equipment to foster inclusion. 3. Create and organise small-group competitions to develop confidence, empowerment and collaboration. 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity. *Martial Art*	**Creativity and Innovation (CI), Personal Development and Leadership (PL)** **CI5.2:** Ability to merge simple/complex ideas to create novel situation or thing **CI6.4:** Imagining and seeing things in a different way. **PL6.6:** Ability to mentor peers

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7. 2.3.3 (CONTINUED) **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**	**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** **EXEMPLARS** 1. Apply concepts (space, dynamics, relationship, etc.), principles (specificity, adaptation, progression, etc.) and strategies in learning beginning level *traditional wrestling* 2. Use adapted rules and equipment to foster inclusion. 3. Create and organise competition for development of confidence, empowerment and collaboration. 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity. *Abotri*	**Creativity and Innovation (CI), Personal Development and Leadership (PL)** **CI5.2:** Ability to merge simple/complex ideas to create novel situation or thing. **CI6.4:** Imagining and seeing things in a different way. **PL6.4**: Ability to manage and resolve conflict

JHS 2

STRAND 1: HEALTH EDUCATION

SUB-STRAND 1: NUTRITION AND PHYSICAL ACTIVITY

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.1.1.1 **Demonstrate understanding of the factors that influence the choice of food and feeding habits in relation to participation in sports and physical activity**	**B8.1.1.1.1: Examine the factors that influence the choice of food and eating habits in relation to participation in physical activity** **EXEMPLARS** 1. In small groups, discuss the factors that influence the choice of food and eating habits including misconceptions, religion, age and state of health. 2. Research (through books, internet, etc.) and do a 5-minute oral presentation in small groups on the effects of good and bad eating habits on participation in sports and physical activity.	**Digital Literacy (DL), Communication and Collaboration (CC)** **CC9.6**: Ability to work with all group members to complete a task successfully. **DL5.5:** Evaluate the quality and validity of information.

STRAND 1: HEALTH EDUCATION

SUB-STRAND 2: DISEASE PREVENTION AND MANAGEMENT

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.1.2.1 **Develop awareness of behaviours that promote regular participation in sports and physical activity**	**B8.1.2.1.1: Explore and catalogue several ways of getting active in different contexts including home school, community, etc.** **EXEMPLARS** 1. Based on the estimates of performance in your reflective journal (as your effort to increase involvement in physical activity), self-assess how often you participate in a variety of physical activities. *Use tally to assess. Refer to mathematics curriculum (B7.4.1.1) for additional information on frequency of occurrence and tallying* 2. Interview your peers in groups on how often they engage in a variety of physical activities at home, school, community, etc. 3. Plan and practise individually and in groups a variety of physical activities (such as active transportation, group aerobics, active play, keepfit, etc.) at home, school, and community to enhance good health and active lifestyle. ***Information generated would be used for goal setting and as intervention to increase regular participation in various forms of physical activity at school, home and community.***	**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. **CC9.2**: Understand and use interpersonal skills **CC9.1:** Demonstrate behaviour and skills of working towards group goals.

STRAND 1: HEALTH EDUCATION

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.1.3.1 **Apply the principles of first aid in a variety of sports and physical activity settings to support environmental and personal safety**	**B8.1.3.1.1: Discuss the concepts and principles of first aid and how to apply them to ensure environmental and personal safety** **EXEMPLARS** 1. In groups, research and present to the class, the concept of first aid and how it can contribute to personal and environmental safety. 2. Think-pair-share in small groups, identify and discuss the basic principles of first aid (using appropriate first aid procedures and techniques, providing assurance and guidance to the casualty, how and where to get help etc.). 3. In small groups, explore how and where to get help in cases of emergency and share with the class.	**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. **CC9.6**: Ability to work with all group members to complete a task successfully. **CP5.6**: Demonstrate a thorough understanding of a generalised concepts and facts.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.1.3.1 (CONTINUED) **Apply the principles of first aid in a variety of sports and physical activity settings to support environmental and personal safety**	**B8.1.3.1.2: Apply the principles of first aid in a variety of sports and physical activity settings to develop or create a safe environment for performance** **EXEMPLARS** 1. Identify and discuss the items in a first aid kit. First Aid Kit 2. Demonstrate how to use the first aid items in managing physical activity-related injuries. 3. Plan and demonstrate how to apply first aid to a casualty who is (unconscious, bleeding, choked, etc. using internationally accepted basic principles.) 4. In groups, prepare and submit a first aid kit for injury management in a physical activity setting.	**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. **CC9.2:** Understand and use interpersonal skills. **CP5.6**: Demonstrate thorough understanding of generalised concepts. and facts. **CC:** Ability to work with all group members to complete a task successfully.

STRAND 2: PHYSICAL ACTIVITY EDUCATION

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.2.1.1 **Perform a variety of *traditional games* and adaptations for inclusivity and cultural awareness, sensitivity, and appreciation of other cultures (e.g., socio-relational games).** *Refer to Mathematics CS B7.4.1.1. for cross-referencing* Integrate dance of the minority group or individual in the class	**B8.2.1.1.1: Classify and perform *socio-relational traditional games* (e.g., agblatsetse, kwanikwani, etc.) and adaptations for cultural awareness, sensitivity, and appreciation of other cultures.** **EXEMPLARS** 1. Explore and perform various socio-relational traditional games with adaptations, from various regions in the country (e.g., antoakyire, agblatsetse, kwanikwani, etc.). 2. Prepare a schedule with a variety of socio-relational traditional games and adaptation and perform at school and home. 3. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity Antoakyire. https://www.youtube.com/watch?v=7GwZKdP152w (Watch the video via the link above to understand the concept and mathsin antoakyire). 4. Follow the video carefully to refine your understanding of probability in maths. Reflect in your journal as in "3" above. *Antoakyire*	**Cultural Identity and Global Citizenship (CG), Communication and Collaboration (CC)** **CG5.3:** Develop and express respect, recognition, and appreciation of others' culture. **CI6.6:** Being open-minded, adapting and modifying ideas to achieve creative results.
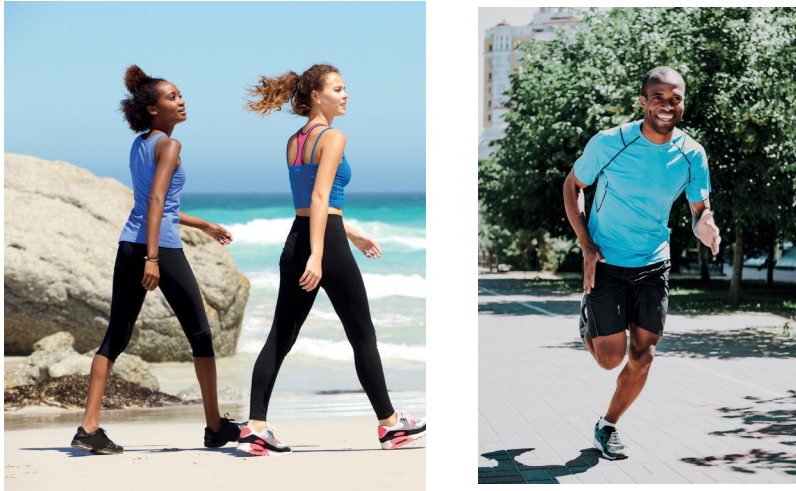
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.2.1.2 **Perform a variety of *traditional dances* and adaptations for inclusivity and cultural awareness (e.g., individual and group dance movements) for personal development and communication**	**B8.2.1.2.1: Classify and perform individual and group *traditional dance movements* and adaptations in the different regions for personal development, communication, inclusivity, and cultural identity (e.g., kpanlogo, wan tiadoone, nwemboaba, etc.)** **EXEMPLARS** 1. Let learners research, list and perform a variety of individual and group traditional dance movements from your own locality. 2. Create inclusive and adapted individual and group traditional dance movements and teach others in groups in school and community. 3. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity. *Kpanlogo dance*	**Cultural Identity and Global Citizenship (CG), Communication and Collaboration (CC), Personal Development and Leadership (PL)** **CG5.3:** Develop and express respect, recognition, and appreciation of others' culture. **CC9.2:** Understand roles during group activities. **CI6.6**: Being open-minded, adapting and modifying ideas to achieve creative results.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.2.1.3 **Demonstrate understanding and apply skills and movement techniques in global and *traditional rhythmic gymnastics movements* and adaptations for coordination and appreciation of global cultures** *Refer to Visual Arts and Design CS B7.2.1.3 for cross-referencing*	**B8.2.1.3.1: Classify and perform global and *traditional rhythmic gymnastics* movements (e.g., group dance movements- nobabie, hoo-londoreho! etc.) and adaptation for creativity, communication and cultural identity** **EXEMPLARS** 1. Research and synchronise traditional individual and group dance movements and global rhythmic dance movements and perform. 2. Create and perform combinations of global and traditional rhythmic dance gymnastics movements in small and large groups. 3. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity. *Select rhythmic dance movements from the various regions to expose learners to the wide range of cultures that exist in Ghana.*	**Cultural Identity and Global Citizenship (CG), Communication and Collaboration (CC)** **CG5.3:** Develop and express respect, recognition and appreciation of others' culture. **CC5.6:** Understand and use interpersonal skills. **CI6.6:** Being open-minded, adapting and modifying ideas to achieve creative results.

STRAND 2: PHYSICAL ACTIVITY EDUCATION

SUB-STRAND 2: PHYSICAL FITNESS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.2.2.1 **Demonstrate the ability to increase the level of participation in a variety of muscular strength and endurance activities**	**B8.2.2.1.1: Participate in muscular strength and endurance activities at varying levels of challenge/difficulty for leisure and personal development** **EXEMPLARS** 1. Set muscular strength and endurance goals and pursue them through personal activities recorded in the B7 log. This may include increased frequency of bike riding, skipping, push-ups, sit-ups, leg-press, etc. done in home and school. 2. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity. *Bike riding*	**Personal Development and Leadership (PL)** **PL5.6:** Ability to set and maintain personal standards and values. **PL5.5**: Desire to accept one's true self and overcome weakness.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.2.2.2 **Demonstrate the ability to increase the level of participation in a variety of cardiorespiratory activities**	**B8.2.2.2.1: Participate in cardiorespiratory activities at varying levels of challenge or difficulty for personal development and leisure** **EXEMPLARS** 1. Set cardiorespiratory strength and endurance goals and pursue them through personal activities recorded in the B7 performance log. This mayinclude increased frequency of bike riding, skipping, swimming, running, walking, skipping, small sided football games done at home, school, etc. 2. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity *Walking and running*	**Personal Development and Leadership. (PL), Communication and Collaboration (CC)** **PL5.5**: Desire to accept one's true self and overcome weakness. **CC8.1:** Exhibit knowledge of duties expected of them.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.2.2.3 **Demonstrate the ability to increase the level of participation in a variety of flexibility and balance activities**	**B8.2.2.3.1: Participate in flexibility and balance activities at varying levels of challenge or difficulty** **EXEMPLARS** 1. Set flexibility and balance goals and pursue them through personal activities recorded in the B7 performance log. This may include increased frequency of line walking, balancing various objects on the head while walking, spoon and egg brisk walk, reaching activities and tumatu done at home and in school. 2. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity. Flexibility Balance	**Personal Development and Leadership (PL), Communication and Collaboration (CC)** **PL5.6:** Ability to set and maintain personal standards and values. **PL5.5:** Desire to accept one's true self and overcome weakness. **CC8.1:** Exhibit knowledge of dutiesexpected of them.

STRAND 2: PHYSICAL ACTIVITY EDUCATION

SUB-STRAND 3: ORGANISED SPORTS AND PHYSICAL ACTIVITY PARTICIPATION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.2.3.1 **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)**	**B8.2.3.1.1: Apply movement concepts, principles, and strategies to perform beginning-intermediate level** *ball and racket sports* **(e.g., badminton, tennis and table tennis, etc.)** **EXEMPLARS** 1. Apply movement concepts, principles and strategies in learning beginning-intermediate level ball and racket sports based on individual adaptation and pacing. 2. Use adapted rules and equipment to foster inclusion. 3. Create and organise small-group competitions to develop confidence, empowerment and collaboration. 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity. *Footwork in tennis*	**Creativity and Innovation (CI), Communication and Collaboration (CC)** **(CI5.2** Ability to merge simple/complex ideas to create novel situation or thing. **CI6.4:** Imagining and seeing things in a different way. **PL5.4:** Ability to one's personality trait. **CI5.2:** Ability to merge simple/complex ideas to create novel situation or thing. **CI:** Being open-minded and modifying ideas to achieve creative results. **CC9.1**: Demonstrate behaviour and skills of working towards group goals.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.2.3.1 (CONTINUED) **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)**	**B8.2.3.1.2- Apply movement concepts, principles, and strategies to perform beginning-intermediate level athletics (e.g., middle distance, jumping and throwing)** **EXEMPLARS** 1. Apply movement concepts, principles and strategies in learning beginning-intermediate level athletics based on individual adaptation and pacing. 2. Use adapted rules and equipment to foster inclusion. 3. Create and organise competitions develop confidence, empowerment and collaboration. 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity	**Creativity and Innovation (CI), Communication and Collaboration (CC)** **CI 5.2:** Ability to merge simple/complex ideas to create novel situation or thing. **CI6.6:** Being open-minded and modifying ideas to achieve creative results. **CC:** Demonstrate behaviour and skills of working towards group and goals.
	B8.2.3.1.3- Apply movement concepts, principles, and strategies to perform beginning-intermediate level individual and target sports (e.g., local archery.) **EXEMPLARS** 1. Apply movement concepts, principles and strategies in learning beginning-intermediate level individual and target sports (e.g., backward skating, basic stance, hold, draw and release – in local archery etc.) based on individual adaptation. 2. Use adapted rules and equipment to foster inclusion. 3. Create and organise competitions to develop confidence, empowerment and collaboration. 5. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.	**Creativity and Innovation (CI), Communication and Collaboration (CC)** **CI 5.2:** Ability to merge simple/complex ideas to create novel situation or thing. **CI6.6:** Being open-minded and modifying ideas to achieve creative results. **CC:** Demonstrate behaviour and skills of working towards group and goals.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.2.3.2 **Demonstrate the ability to apply movement concepts, principles and strategies in performing limited–contact sports (e.g., stick and ball sports and hand and ball sports)**	**B8.2.3.2.1: Apply movement concepts, principles and strategies to perform beginning-intermediate *level stick and ball sports* (e.g., cricket, rounders, chaskele etc.)** **EXEMPLARS** 1. Apply movement concepts, principles and strategies in learning beginning-intermediate level stick and ball sports based on individual adaptation and pacing. 2. Use adapted rules and equipment to foster inclusion. 3. Create and organise small-group competitions to develop confidence, empowerment and collaboration. 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.	**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. **CC6.6**: Being open-minded and modifying ideas to achieve creative results. **CC9.2:** Understand and use interpersonal skills.
	B8.2.3.2.2: Apply movement concepts, principles, and strategies to perform beginning-intermediate level *hand and ball sports* (e.g., volleyball, netball, etc.) **EXEMPLARS** 1. Apply movement concepts, principles and strategies in learning beginning-intermediate level hand and ball sports based on individual adaptation and pacing. 2. Use adapted rules and equipment to foster inclusion. 3. Create and organise small-group competitions to develop confidence, empowerment and collaboration. 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.	**Creativity and Innovation (CI), Communication and Collaboration (CC)** **CI5.2:** Ability to merge simple/complex ideas to create novel situation or thing. **CI6.6:** Being open-minded and modifying ideas to achieve creative results. **CC9.1:** Demonstrate behaviour and skills of working towards group goals.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.2.3.3 **Demonstrate the ability to apply movement principles and strategies in performing** *full–contact sports* **(e.g., invasion sports, martial art, and traditional wrestling)**	**B8.2.3.3.1: Apply movement concepts, principles and strategies in performing beginning-intermediate level of** *invasion sports* **(e.g., handball, basketball and football etc.)** **EXEMPLARS** 1. Apply movement concepts, principles and strategies in learning beginning-intermediate level invasion sports based on individual/team adaptations and pacing. 2. Use adapted rules and equipment to foster inclusion. 3. Create and organise small-group competitions to develop confidence, empowerment and collaboration. 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.	**Creativity and Innovation (CI), Communication and Collaboration (CC)** **CI5.2:** Ability to merge simple/complex ideas to create novel situation or thing. **CI6.6:** Being open-minded and modifying ideas to achieve creative results. **CC9.1** Demonstrate behaviour and skills of working towards group goals.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.2.3.3 (CONTINUED) **Demonstrate the ability to apply movement principles and strategies in performing _full– contact sports_ (e.g., invasion sports, martial art and traditional wrestling)**	**B8.2.3.3.2: Apply movement concepts, principles, and strategies in performing beginning-intermediate level _martial art_ (e.g., karate,judo, taekwondo, etc.)** **EXEMPLARS** 1. Apply movement concepts, principles and strategies in learning beginning-intermediate level martial art based on individual adaptation and pacing. 2. Use adapted rules and equipment to foster inclusion. 3. Create and organise small-group competitions to develop confidence, empowerment and collaboration. 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity. _Martial art_	**Creativity and Innovation (CI), Communication and Collaboration (CC)** **CI5.2:** Ability to merge simple/complex ideas to create novel situation or thing. **CI6.6:** Being open-minded and modifying ideas to achieve creative results. **CC9.1** Demonstrate behaviour and skills of working towards group goals.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8.2.3.3 (CONTINUED) **Demonstrate the ability to apply movement principles and strategies in performing *full–contact sports* (e.g., invasion sports, martial art, and traditional wrestling).**	**B8.2.3.3.3: Apply movement concepts, principles, and strategies in performing beginning-intermediate level traditional wrestling (e.g., arm wrestling, abotri etc.).** **EXEMPLARS** 1. Apply movement concepts, principles and strategies in learning beginning-intermediate level local wrestling, based on individual adaptation and pacing. 2. Use adapted rules and equipment to foster inclusion. 3. Create and organise small-group competitions to develop confidence, empowerment and collaboration. 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.	**Creativity and Innovation (CI), Communication and Collaboration (CC)** **CI5.2:** Ability to merge simple/complex ideas to create novel situation or thing. **CI6.6:** Being open-minded and modifying ideas to achieve creative results. **CC9.1:** Demonstrate behaviour and skills of working towards group goals.

JHS 3

STRAND 1: HEALTH EDUCATION

SUB-STRAND 1: NUTRITION AND PHYSICAL ACTIVITY

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.1.1.1 **Demonstrate understanding of nutritional problems associated with participation in sports physical activities**	**B9.1.1.1.1: Examine the problems associated with unbalanced or poor diet in relation to sports and physical activities** **EXEMPLARS** 1. In small groups, discuss the nutritional problems associated with unbalanced or poor diet related to participation in sports and physical activities. 2. using role play, demonstrate the effects of unbalanced or poor diet and participation in sports or physical activities.	**Critical Thinking and Problem Solving. (CP), Communication and Collaboration (CC)** **CP5.6:** Demonstrate a thorough understanding of a generalised concepts and facts. **CC9.6**: Ability to work with all group members to complete a task successfully.
	B9.1.1.1.2: Discuss the role of water in relation to nutrition and physical activity **EXEMPLARS** 1. Research and discuss in groups why water is a useful nutrient. 2. Observe and analyse how useful water is in physical activity participation.	**Critical Thinking and Problem Solving. (CP), Communication and Collaboration (CC)** **CP 5.1**: Ability to combine information and ideas from several sources to reach a conclusion. **CC 9.6**: Ability to work with all group members to complete a task successfully.

STRAND 1: HEALTH EDUCATION

SUB-STRAND 2: DISEASE PREVENTION AND MANAGEMENT

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.1.2.1 **Discuss ways to prevent diseases associated with sedentary behaviours and physical inactivity**	**B9.1.2.1.1: Create and perform physical activities to lower the risks associated with sedentary behaviours and physical inactivity** **EXEMPLARS** 1. In groups, discuss a variety of physical activities performed daily. E.g. gardening, riding a bike, playing games, jogging, etc. 2. Research and make a presentation about physical activities that enhance regular participation to prevent diseases associated with sedentary behaviours and physical inactivity. (Obesity – moderate intensity exercises such as fast walking, jogging, tennis, aerobic dance, etc.) 3. Plan and perform physical activities to prevent diseases related to sedentary and physical inactivity. E.g., aerobics, jogging, tennis, etc. 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.	**Critical Thinking and Problem Solving. (CP), Digital Literacy (DL)** **CC 9.6**: Ability to work with all group members to complete a task successfully. **DL 6.6:** Recognition of societal issues emanating from the use of digital technology. **CP 5.6**: Demonstrate a thorough understanding of a generalised concepts and facts.

STRAND 1: HEALTH EDUCATION

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES

B9.1.3.1
Apply internationally accepted best practices for injury management in sports and physical activity settings
	B9.1.3.1.1: Demonstrate the effective procedures of injury management in sports and physical activity settings
	
	EXEMPLARS
	1. Research and share with class internationally accepted best practices for injury management.
	
	2. Watch a video on first aid procedures and critique the procedures for injury management in small groups. (Protection, Rest, Ice, Compression and Elevation - *P.R.I.C.E*)
	
	3. In groups, demonstrate how to use internationally accepted best practices to manage physical activity-related injuries. For example;
	
	  a. **Strain** – protect the strained muscle from further injury, rest the strained muscle, ice the muscle area for 20 minutes, etc.
	  b. **Cuts** – Wash your hands with soap and water, wash the cut to prevent infection, stop the bleeding, etc.
	  c. **Dislocation** –Apply ice to the affected area, splint the injured area, etc.
		Critical Thinking and Problem Solving. (CP), Communication and Collaboration (CC)
		
		Digital Literacy (DL)
		CC 8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.
		DL 5.5: Evaluate the quality and validity of information.
		CC9.2: Understand roles during group activities.

STRAND 2: PHYSICAL ACTIVITY EDUCATION
SUB-STRAND 1: TRADITIONAL RHYTHMIC GYMNASTICS, GAMES AND DANCE

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.2.1.1 **Demonstrate understanding of performing a variety of *traditional games* and adaptations for inclusivity and cultural identity**	**B9.2.1.1.1: Perform and classify a variety of *traditional games* (e.g., socio-relational games, self-directed games, etc.) and adaptation according to level of intensity (low, moderate, and vigorous intensity)** **EXEMPLARS** 1. Based on the research list and performance of traditional games identified in B1- B8, classify the games into low, moderate and high intensity activities. 2. In small groups, think-pair-share and refine classification for class presentation. 3. Check your pulse or heartbeat to determine accuracy of classification. Higher heartbeat per minute denotes high intensity while pulse at restingheartbeat denote low intensity. 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.	**Cultural Identity and Global Citizenship (CG)** **Critical Thinking and Problem Solving (CP)** **CG5.3:** Develop and express respect, recognition, and appreciation of others' culture. **CG6.4:** Exhibit a sense of nationality and global identity. **CP:** Ability to understand features of a problem.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.2.1.2 **Demonstrate understanding of performing a variety of *traditional dances* and adaptations for inclusivity and cultural identity**	**B9.2.1.2.1: Create a list of various *traditional dance movements* and adaptations according to level of intensity (e.g., low, moderate and high intensity, etc.)** **EXEMPLARS** 1. Based on the research list and performance of traditional dance movements identified in B1-B8, classify the games into low, moderate and high intensity activities. 2. In small groups, think-pair-share and refine classification for class presentation. 3. Check your pulse or heartbeat to determine accuracy of classification. Higher heartbeat per minute denotes high intensity while pulse at restingheartbeat denote low intensity 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.	**Cultural Identity and Global Citizenship (CG), Critical Thinking and Problem Solving (CP)** **CG:** Develop and express respect, recognition and appreciation of others' culture. **CG:** Exhibit a sense of nationality and global identity. **CP:** Ability to understand features of a problem.
B9.2.1.3 **Demonstrate understanding of performing a variety of *traditional rhythmic gymnastics* and adaptations for inclusivity and cultural identity**	**B9.2.1.3.1: Create and classify a variety of *traditional rhythmic gymnastics* and adaptation according to level of intensity (e.g., low, moderate and high intensity)** **EXEMPLARS** 1. Based on the research list and performance of traditional rhythmic dance movements identified in B1- B8, classify the rhythmic movements into low, moderate and high intensity activities. 2. In small groups, think-pair-share and refine classification for class presentation. 3. Check your pulse or heartbeat to determine accuracy of classification. Higher heartbeat per minute denotes high intensity while pulse at restingheartbeat denote low intensity. 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.	**Cultural Identity and Global Citizenship (CG), Critical Thinking and Problem Solving (CP)** **CG:** Develop and express respect, recognition and appreciation of others' culture. **CP:** Exhibit a sense of nationality and global identity. **CP:** Ability to understand features of a problem.

STRAND 2: PHYSICAL ACTIVITY EDUCATION

SUB-STRAND 2: PHYSICAL FITNESS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.2.2.1 **Demonstrate ability to maintain or improve the level of participation in a variety of muscular strength and endurance activities**	**B9.2.2.1.1: Participate in muscular strength and endurance activities at varying levels of challenge or difficulty** **EXEMPLARS** 1. Set muscular strength and endurance goals and pursue them through personal activities recorded in the B7- B8 log. The major goal is to maintainpersonal level of performance and improve, as necessary. This may include increased frequency of push-ups, sit-ups or lifting/carrying various objects that bring weight to bear on the muscles at home and school. 2. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.	**Personal Development and Leadership (PL), Communication and Collaboration (CC)** **PL5.6:** Ability to set and maintain personal standards and values. **CC9.2:** Understand and use interpersonal skills.
B9.2.2.2 **Demonstrate ability to maintain or improve the level of participation in a variety of cardiorespiratory strength and endurance activities**	**B9.2.2.2.1: Participate in cardiorespiratory strength and endurance activities at varying levels of challenge or difficulty** **EXEMPLARS** 1. Set cardiorespiratory strength and endurance goals and pursue them through performances recorded in the B7- B8 log. The major goal is to maintain a personal level of performance and improve, as necessary. This may include increased frequency of bike riding, skipping, skipping, small sided football games, etc. at home and school. 2. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.	**Personal Development and Leadership (PL)** **PL5.6:** Ability to set and maintain personal standards and values. **PL5.6:** Ability to set and maintain personal standards.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.2.2.3 **Demonstrate the ability to maintain or improve the level of participation in a variety of flexibility and balance activities**	**B9.2.2.3.1: Participate in flexibility and balance activities at varying personal levels of challenge or difficulty** **EXEMPLARS** 1. Set flexibility and balance goals and then pursue them through personal activities recorded in the B7-B8 log. The major goal is to maintain personallevel of performance and improve, as necessary. This may include increasedfrequency of line walking, balancing various objects on the head while walking, spoon and egg brisk walk, reaching activities, tumatu, etc. done athome and school. 2. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity	**Personal Development and Leadership (PL)** **PL5.6:** Ability to set and maintain personal standards and values. **PL5.6:** Ability to set and maintain personal standards.

STRAND 2: PHYSICAL ACTIVITY EDUCATION

SUB-STRAND 3: ORGANISED SPORTS AND PHYSICAL ACTIVITY PARTICIPATION

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.2.3.1 **Demonstrate the ability to apply movement concepts, principles and strategies in performing** *non–contact sports* **(e.g., ball and racket, athletics, individual and target sports)**	**B9.2.3.1.1: Apply movement concepts, principles and strategies to perform intermediate level** *ball and racket sports* **(e.g., table tennis, badminton etc.)** **EXEMPLARS** 1. Apply movement concepts, principles and strategies in learning intermediate level ball and racket sports based on individual adaptation and pacing. 2. Use adapted rules and equipment to foster inclusion. 3. Create and organise small-group competitions to develop confidence, empowerment and collaboration. 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.	**Creativity and Innovation (CI), Communication and Collaboration (CC)** **CI5.2:** Ability to merge simple/complex ideas to create novel situations or things. **CI6.6:** Being open-minded and modifying ideas to achieve creative results. **PL5.5:** Desire to accept one's true self and overcome weakness.
	B9.2.3.1.2: Apply movement concepts, principles and strategies to perform intermediate level *athletics* **(e.g., throwing, jumping, etc.)** **EXEMPLARS** 1. Apply movement concepts, principles, and strategies in learning intermediate level athletics (e.g., jumping, throwing, etc.) based on individual adaptation and pacing. 2. Use adapted rules and equipment to foster inclusion. 3. Create and organise small-group competitions to develop confidence, empowerment, collaboration and talent identification. 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.	**Critical Thinking and Problem Solving (CP), Personal Development and Leadership (PL)** **CC9.6**: Ability to work with all group members to complete a task successfully. **CI6.6:** Being open-minded and modifying ideas to achieve creative results. **PL5.5:** Desire to accept one's true self and overcome weakness.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.2.3.2 **Demonstrate the ability to apply movement principles and strategies in performing** *limited–contact sports* **(e.g., ball and stick and hand and ball sports)**	**B9.2.3.2.1: Apply movement concepts, principles, and strategies to perform intermediate level** *stick and ball sports* **(e.g., cricket, rounders, baseball, etc.)** **EXEMPLARS** 1. Apply movement concepts, principles, and strategies in learning intermediate level stick and ball sports based on individual adaptation and pacing. 2. Use adapted rules and equipment to foster inclusion. 3. Create and organise competitions to develop confidence, empowerment and collaboration. 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.	**Critical Thinking and Problem Solving. (CP), Communication and Collaboration (CC)** **CC9.6**: Ability to work with all group members to complete a task successfully. **CI: 6.6**: Being open-minded and modifying ideas to achieve creative results. **PL5.5**: Desire to accept one's true self and overcome weakness.
	B9.2.3.2.2: **Apply movement concepts, principles, and strategies to perform intermediate level** *hand and ball sports* **(e.g., volleyball, netball, etc.)** **EXEMPLARS** 1. Apply movement concepts, principles and strategies in learning intermediate level hand and ball sports based on individual adaptation and pacing. 2. Use adapted rules and equipment to foster inclusion. 3. Create and organise competitions to develop confidence, empowerment and collaboration 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.	**Creativity and Innovation (CI)** **CI 5.2:** Ability to merge simple/complex ideas to create novel situations or things. **CI 6.6:** Being open-minded and modifying ideas to achieve creative results. **PL5.5:** Desire to accept one's true self and overcome weakness.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.2.3.3 **Demonstrate the ability to apply movement principles and strategies in performing** *full–contact sports* **(e.g., invasion, martial art, and traditional wrestling**)	**B9.2.3.3.1: Apply movement concepts, principles, and strategies in performing intermediate level** *invasion sports* **(e.g., football, basketball, field hockey, etc.)** **EXEMPLARS** 1. Apply movement concepts, principles and strategies in learning intermediate level invasion sports based on individual adaptation and pacing. 2. Use adapted rules and equipment to foster inclusion. 3. Create and organise competitions to develop confidence, empowerment and collaboration. 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.	**Creativity and Innovation (CI)** **CI 5.2**: Ability to merge simple/complex ideas to create novel situation or thing. **CI 6.6:** Being open-minded and modifying ideas to achieve creative results. **CL 6.2:** Ability to reflect on approaches to creative task and evaluate the effectiveness of tools used.
	B9.2.3.3.2: Apply movement concepts, principles and strategies in performing intermediate level *martial art* **(e.g., judo, karate, etc.)** **EXEMPLARS** 1. Apply movement concepts, principles, and strategies in learning intermediate level martial art based on individual adaptation and pacing. 2. Use adapted rules and equipment to foster inclusion. 3. Create and organise competitions to develop confidence, empowerment and collaboration. 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.	**Creativity and Innovation (CI), Communication and Collaboration (CC)** **CI 5.2**: Ability to merge simple/complex ideas to create novel situations or things. **CI 6.6:** Being open-minded and modifying ideas to achieve creative results. **CL 6.2:** Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9.2.3.3 (CONTINUED) **Demonstrate the ability to apply movement principles and strategies in performing *full–contact sports* (e.g., invasion, martial art, and traditional wrestling**)	**B9.2.3.3.3: Apply movement concepts, principles and strategies in performing intermediate level *traditional wrestling* (e.g., abotri, arm wrestling, etc.)** **EXEMPLARS** 1. Apply movement concepts, principles and strategies in learning intermediate level local wrestling, based on individual adaptation and pacing. 2. Use adapted rules and equipment to foster inclusion. 3. Create and organise competitions to develop confidence, empowerment, and collaboration. 4. Record estimate of duration/measure of performance in your self-journal as your effort to increase involvement in physical activity.	**Cultural Identity and Global Citizenship (CG), Communication and Collaboration (CC)** **CI 5.2**: Ability to merge simple/complex ideas to create novel situations or things. **CI 6.6:** Being open-minded and modifying ideas to achieve creative results. **CL 6.2:** Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used.

APPENDICES

APPENDIX A: CORE COMPETENCIES AND SUBSKILLS OF THE COMMON CORE PROGRAMME (CCP)

1.COMMUNICATION AND COLLABORATION (CC)

B7-B9		
CC7: LISTENING	**CC8: PRESENTING**	**CC9: TEAMWORK**
CC7.1: Identify words or sentences in contextappropriately	**CC8.1**: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to agroup	**CC9.1**: Demonstrate behaviour and skills of working towards group goals
CC7.2: Interpret correctly and respond to non-verbal communication such as facial expressions,cues and gestures	**CC8.2**: Explain ideas in a clear order with relevant detail, using correct construction andstructure of speech	**CC9.2**: Understand and use interpersonal skills
CC7.3: Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication	**CC8.3**: Apply appropriate diction, and structure sentences correctly for narrative, persuasive, imaginative and expository purposes	**CC9.3**: Understand roles during group activities
CC7.4: Identify underlying themes, implications and issues when listening	**CC8.4**: Anticipate different responses from theaudience and plan for them	**CC9.4**: Help group work on relevant activities
CC7.5: Identify and analyse different points of views of speaker	**CC8.5**: Vary the level of detail and the language used when presenting to make it appropriate tothe audience	**CC9.5**: Appreciate the importance of includingall team members in discussions and actively encourage contributions from them
		CC9.6: Ability to work with all group membersto complete a task successfully
		CC9.7: Effectively perform multiple roles withinthe group

B7-B9		
		CC9.8: Demonstrate an awareness of the wider team dynamics and work to minimise conflicts in the team

2. CRITICAL THINKING AND PROBLEM SOLVING (CP)

B7-B9	
CP5: CRITICAL THINKING	**CP6: PROBLEM SOLVING**
CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion	**CP 6.1:** Ability to effectively define goals towards solving a problem
CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument	**CP 6.2:** Ability to explain plans for attaining goals
CP 5.3: Create simple logic trees to think through problems	**CP 6.3:** Identify important and appropriate alternatives
CP 5.4: Generate hypothesis to help answer complex problems	**CP 6.4:** Ability to identify important and appropriate criteria and use them to evaluate available alternatives
CP 5.5: Effectively evaluate the success of solutions used to solve a complex problem	**CP 6.5:** Ability to select alternative(s) that adequately meet selected criteria
CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation	**CP 6.6:** Preparedness to recognise and explain results after implementation of plans
CP 5.7: Provide new insight into controversial situation or task	**CP 6.7:** Implement strategies with accuracy
CP 5.8: Identify and prove misconceptions about a generalised concept or fact specific to a task or situation	
CP 5.9: Identify and explain a confusion, uncertainty or a contradiction surrounding an event	
CP 5.10: Develop and defend a logical plausible resolution to a confusion, uncertainty or contradiction surrounding an event	

3. PERSONAL DEVELOPMENT AND LEADERSHIP (PL)

B7-B9	
PL5: PERSONAL DEVELOPMENT	**PL6: LEADERSHIP**
PL5.1: Understanding oneself (strengths, weaknesses, goals and aspirations), in reacting and adjusting to novel situations	**PL6.1:** Ability to serve group members effectively
PL5.2: Demonstrate a sense of belongingness to a group	**PL6.2:** Division of tasks into solvable units and assigning group members to task units
PL5.3: Recognise one's emotional state and their preparedness to apply emotional intelligence	**PL6.3:** Ability to manage time effectively
PL5.4: Ability to understand one's personality traits	**PL6.4:** Ability to manage and resolve conflicts
PL5.5: Desire to accept one's true self and overcome weaknesses	**PL6.5:** Ability to monitor team members to ascertain progress
PL5.6: Ability to set and maintain personal standards and values	**PL6.6:** Ability to mentor peers
	PL6.7: Actively promote effective group interaction and the expression of ideas and opinions in a way that is sensitive to the feelings and background of others
	PL6.8: Actively assist group identify changes or modifications necessary in the group activities and work towards carrying out those changes

4. CULTURAL IDENTITY AND GLOBAL CITIZENSHIP (CG)

B7-B9	
CG5: CULTURAL IDENTITY	**CG6: GLOBAL CITIZENSHIP**
CG5.1: Show a strong sense of belongingness to one's culture	**CG6.1:** Understanding of influences of globalisation on traditions, languages and cultures
CG5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms	**CG6.2:** Recognise resistance to global practices that are inimical to our culture
CG5.3: Develop and express respect, recognition and appreciation of others' cultures	**CG6.3:** Know the global discourse about the roles of males and females
CG5.4: Develop and exhibit a sense of cultural identity	**CG6.4:** Exhibit a sense of nationality and global identity
CG5.5: Adjust to the demands of customs, traditions, values and attitudes of society	

5. CREATIVITY AND INNOVATION (CI)

B7-B9	
CI5: KNOWLEDGE, UNDERSTANDING, SKILLS AND STRATEGIES	**CI6: REFLECTION AND EVALUATION**
CI 5.1: Examine alternatives in creating new things	**CI 6.1:** Exhibit strong memory, intuitive thinking and respond appropriately
CI 5.2: Ability to merge simple/complex ideas to create novel situations or things	**CI 6.2:** Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used
CI 5.3: Identification of requirements of a given situation and justification of more than one creative tool that will be suitable	**CI 6.3:** Ability to select the most effective creative tools for work and give reasons for the choice
CI 5.4: Ability to visualise alternatives, see possibilities and identify problems and challenges	**CI 6.4:** Imagining and seeing things in a different way
CI 5.5: Ability to try new alternatives and different approaches	**CI 6.5:** Anticipate and overcome difficulties relating to taking initiatives
CI 5.6: Understand and use analogies and metaphors	**CI 6.6:** Being open-minded, adapting and modifying ideas to achieve creative results
CI 5.7: Putting forward constructive comments, ideas, explanations and new ways of doing things	**CI 6.7:** Look and think about things differently and from different perspectives
	CI 6.8: Recognise and generalise information and experience; search for trends and patterns
	CI 6.9: Interpret and apply learning in new contexts
	CI 6.10: Reflect on work and explore the thinking behind thoughts and processes

6. DIGITAL LITERACY (DL)

B7-B9	
DL5: PHOTO-VISUAL AND INFORMATION LITERACY	**DL6: SOCIO-EMOTIONAL AND REPRODUCTION LITERACY**
DL5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to solve a problem	**DL 6.1:** Understand the sociological and emotional aspects of cyberspace
DL5.2: Ability to recognise and avoid traps in cyberspace	**DL 6.2:** Create a meaningful and original piece of work, or its interpretation by integrating existing information
DL5.3: Ability to find and utilise digital content	**DL6.3:** Use digital tools to create novel things
DL5.4: Ability to construct knowledge from a non-linear hyper-textual navigation	**DL6.4:** Adhere to behavioural protocols that prevail in cyberspace
DL5.5: Evaluate the quality and validity of information	**DL6.5:** Recognition of societal issues emanating from the use of digital technologies
DL5.6: Preparedness to make better decisions using available information	**DL6.6:** Knowledge and recognition of ethical use of information

Please note these inclusivity issues
The core competencies outlined in this document must be assessed taking into consideration learners with special needs (physical disabilities, learning disabilities, etc.). Consider the use of realia for visual and visually challenged learners. A system of creating alternatives for tasks must also be adopted.

APPENDIX B

CLASSIFICATION OF SPORTS BY LEVEL OF CONTACT

In order to provide diversity, adaptations and variations for sportsand 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
		  ii. Golf

APPENDIX C

CATEGORIES OF TRADITIONAL ACTIVITIES

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

GROUP DANCE	INDIVIDUAL-DUAL DANCE	BOARD-FLOOR ACTIVITIES	SAMPLE VIDEOS
1. Awandobele	1. Adowa	1. Agya Wo Ho	1. **Kyekyekule**/Sansankroma - https://youtu.be/os4GS102ReI
2. Dugu	2. Anteada	2. Gau	
3. Gangang	3. Adumbire Kolgo,TuaTua"	3. Kremesim	2. **Takai**- https://www.youtube.com/results?search_query=Takai | https://www.youtube.com/watch?v=eBYTrH-zIVk
4. Mwetanku	4. Ayisimono	4. KugahSoah	
5. NobaBie	5. Fontonfrom	5. Nsakwakyri	
6. Ntan	6. Kpo Dada	6. Orefa	3. **Song-Baamaaya**- https://www.youtube.com/watch?v=v5H8tCigs0E
7. N Yagse Yagse	7. Npelege Nyine	7. Pitinga	
8. Nwemboaba	8. Sikyi	8. Sukuu Aba	4. **Documentary traditional Games**-https://www.youtube.com/watch?v=wqpsrBtbr64 | https://www.youtube.com/watch?v=zdDWHOhAWkY
9. "O" Africa		9. Wapena	
10.Takai			
11. Wah DosiLeng Tolle			
12. HooLondore Ho!			5. **Ga Kpanlogo music and dance**- https://www.youtube.com/watch?v=1zb69xgp5Ho
13. Wan Tia Dooni			
14. Bamaya			

APPENDIX D

Details of indicators and benchmarks for learner's report card for physical activity

INDICATOR	
Overall physical activity	Percent of recorded estimates in the learner's Self-Journal and all surveillance mechanisms including but not limited to physical fitness test records, physical activity in the past 7 days record, etc. It indicates whether or not the learner is meeting the Ghana Health Service, the Ghana Education Policy Guidelines for Physical Education and Sports, and continental recommendations on physical activity for health, which recommends that children and youth accumulate at least 60 minutes of moderate to vigorous-intensity physical activity per day on average, or in every 4 days when an average cannot be estimated.
Individual characteristics	
Physical literacy	Meet or exceed the minimum level physical literacy based on the adapted version of the Canadian Assessment of Physical Literacy[15]
Physical fitness	Average percentile achieved on certain fitness indicators based on the normative values published by Tomkinson et. al.[16]
Daily behaviours	
Organised sport and physical activity	Percent of recorded estimates (in the learner's Self-Journal and other surveillance mechanisms) which shows participation in organised sport and/or physical activity programmes in school and out of school.
Active play	Recorded estimates (in the learner's Self-Journal and other surveillance mechanisms) which shows engagement in unstructured/unorganised active play at any intensity for more than 2 hours a day or being outdoors for more than 2 days.
Active transportation	Recorded estimates (in the learner's Self-Journal and other surveillance mechanisms) which shows use of active transportation to get to and from places (e.g., school, mall friends' house etc.)
Sedentary behaviours	Percent of recorded estimates (in the learner's Self-Journal and other surveillance mechanisms) which shows no more than 2 hours of recreation screen time per day.
Physical education	Recorded estimates (in the learner's Self-Journal and other surveillance mechanisms) which shows participation in physical education classes and getting at least 120 minutes (out of the 150 minutes allocation) per week.

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